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ABSTRACT

Two hundred and eight junior and senior high school English teachers responded to a survey on variables related to the teachers as individuals, their educational backgrounds and professional training, their current teaching situations and other professional activities, and their attitudes toward selected educational issues. Eight hundred fifty-one teachers of other subjects taught at the schools were considered together at each level (junior or senior high) to form groups for comparison with the English teachers. A demographic profile emerged that indicated that English teachers as a group were slightly older than teachers of other subjects, were predominantly white females, and were likely to be politically more liberal. Their median incomes did not differ significantly from those of other teachers, and their reasons for entering teaching were similar to the reasons of other teachers. A higher percentage of English teachers reported that their career expectations had been met and that they would enter teaching again. The majority of them believed themselves to be well trained for their work. While there was little difference in the amount of education and training between English teachers and others, English teachers appeared to be motivated more often by personal growth and less frequently by salary advance. In measuring professional attitudes, English teachers considered together as a group appeared to take their teaching more seriously and were more involved in their subject than were other teachers. The English teachers emerged as less traditional in their responses to statements of educational beliefs than other teachers. In comparison with other teachers, they were less supportive of strong teacher control and discipline and of an emphasis on basic skills. Generally, English teachers held similar views on educational issues and differed mainly from others in that they were more seriously focused on the intrinsic aspects of teaching. (JD)

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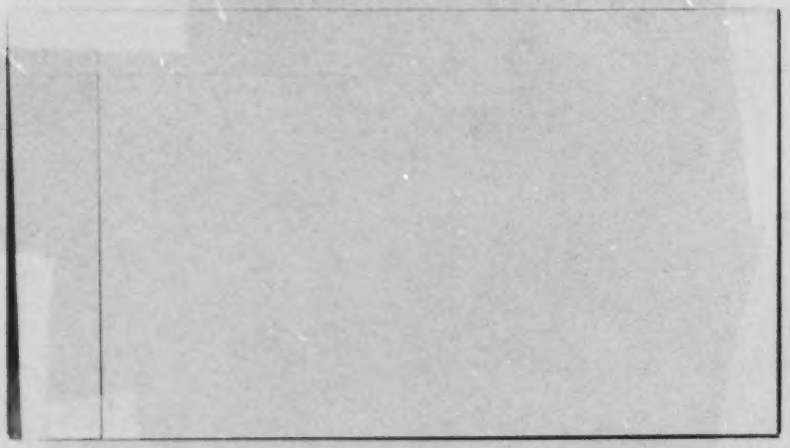
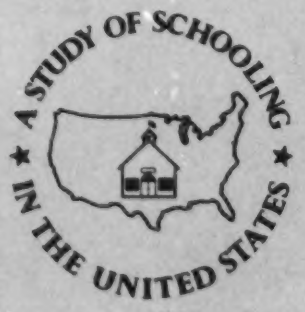
A STUDY OF SCHOOLING

Technical Report Series





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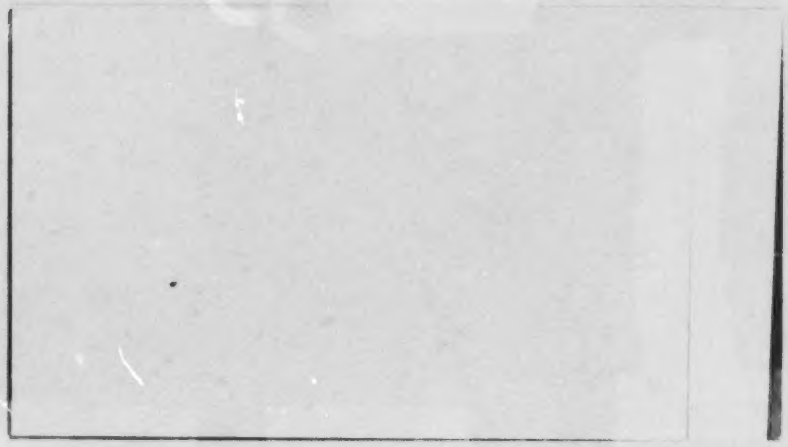

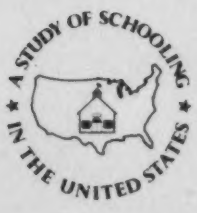

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208 ENGLISH TEACHERS

Jeannie Oakes

Technical Report No. 11

1980

A Study of Schooling is based upon the assumption that improving schools requires knowing what is happening in and around them. A comprehensive data-base of contextual information was obtained from students, teachers, administrators, parents and observers at all grade levels in thirty-eight elementary and secondary purposively sampled schools. *It is strongly recommended that readers of any technical report in this series first read Technical Report No. 1 which outlines the details, scope and limitations of the Study as a whole.*

It must be understood that this series of technical reports does not constitute the Study. Some reports are highly specific "molecular" inquiries while others take a more "molar" view across data sources, schooling levels, etc. Some reports are more methodological in nature arising out of issues in data analysis. Many of the reports quite naturally overlap in data analysed and interpretations rendered. Some authors have approached their task as consisting mostly of data description with little discussion beyond the presentation of the data. Others have ventured further into the realm of interpretation and speculation. *It must be further understood that data-based inferences can and do differ among researchers who come at the data from differing points-of-view.* Authors, therefore, are duly acknowledged for each report and are responsible for the material presented therein.

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208 English Teachers

In this report we take a careful look at the 208 teachers who comprise the Study of Schooling sample of secondary English/language arts teachers--who are they and how they feel about various aspects of their work.[1] The data for these analyses, gathered with the Teacher Survey, consist of variables related to the teachers as individuals, their educational backgrounds and professional training, their current teaching situations and other professional activities and their attitudes toward selected educational issues. Teacher data pertaining to curricular commonplaces or relating to the classes they are teaching are not considered here.

The 208 teachers come from 12 junior highs or middle schools, 12 senior high schools, and one 7-12 secondary school. The breakdown of the number of English teachers at each school is as follows:

Senior High Schools

School Name	Number of Teachers
Vista*	15
Crestview	8
Fairfield	8
Rosemont	24
Newport	16
Woodlake	13
Atwater	5
Palisades	9
Laurel	3
Manchester	9
Bradford	10
Euclid	4
Weskan (7-12)	1
TOTAL	125

* Names of schools and districts in this report are fictitious.

Junior Highs and Middle Schools

School Name	Number of Teachers
Vista	9
Crestview	9
Fairfield	7
Rosemont	10
Newport	8
Woodlake	6
Atwater	4
Palisades	11
Laurel	5
Manchester	6
Bradford	7
Euclid	1
TOTAL	83

For the purposes of this report, however, the teachers will be grouped together across schools. Because of the small number of English/language arts teachers at many of the schools, possible differences between the teachers by school will not be explored. This is not to say, however, that some of the variables explored in this report--especially the attitudinal ones--may not be influenced by differences in schools. That possibility should be kept in mind by the reader.

As a part of this study separate analyses of each variable were made for the two levels of secondary schooling--senior high school and junior high/middle school. The one English/language arts teacher at the 7-12 schools was included in the analyses at the senior high level. Additionally, the teachers of all other subjects were considered together

at each level to form groups for comparison with the English/language arts teachers. Four groups of teachers, then, will be considered in this report--125 senior high school English/languge arts teachers, 83 junior high/middle school English/language arts teachers, 539 high school teachers of other subjects, and 312 junior high/middle school teachers of other subjects. In this study, then, teacher data will be explored in the following ways. First, a description of English teachers on each variable will be given. Second, how English teachers may differ from teachers of other subjects (taken together as a group) at each level will be explored. And, third, the similarities and differences between English teachers at the two secondary levels of schooling will be considered.

These analyses will be accomplished by looking at marginal data, frequency distributions, and measures of central tendency. In considering frequency distributions, especially when comparing two or more groups of teachers, differences of five percentage points or more will be viewed as meaningful. Significance tests have been computed for sets of mean scores, not, of course, for the purpose of generalizing beyond our sample of teachers, but as a guide to determining meaningful differences in mean scores on variables between groups.

While relationships between variables will be suggested, these analyses are beyond the scope of the study at this point. Hopefully these relationships can be probed at a future date. The concluding section of this report will consist of a list of the relationships which seem to warrant further exploration.

SECTION I. WHO ARE THEY?

In this first section, two aspects of what we have learned about our sample of English/language arts teachers will be reported. First, what we know of them as individuals will be explored, using some traditional demographic variables--age, sex, ethnicity, income, political orientation--and years of teaching experience. English teachers will be compared to other teachers on these dimensions, as well, to see in what ways they may be different from their colleagues. Second, some indications of how satisfied English teachers are will be looked at. Without going into specifics about their current teaching situation at this point, their responses to three questions about teaching will be examined. We asked teachers why they chose to be educators, whether their career expectations have been met, and, if they had it to do over, would they choose to be teachers again. Viewed collectively, these two sets of variables should permit us the beginnings of a picture of who these teachers are and some general impressions of how they feel about their work.

Age. In Table 1 the percentages of the four groups of teachers falling into each of five age categories are presented.

TABLE 1 TEACHER AGE BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT

	High School Teachers		Middle School Teachers	
Age	English	Others	English	Others
21-29	27 %	30.1%	31.3%	34.8%
30-39	34.4	32.0	34.9	31.6
40-49	15.6	22.2	24.1	16.1
50-59	15.6	13.4	7.2	13.2
60+	7.4	2.3	2.4	4.2
Total	100 %	100 %	100 %	100 %
N	(122)	(528)	(83)	(310)
Median Age	36.7	35.5	35.4	34.8

If we look only at the median ages of the four groups of teachers, there appears to be only small differences between them--approximately one year at each level.

Looking at the frequencies in each category, however, a clear-cut difference between the ages of English teachers at the two levels can be observed. At the senior high school level a slightly smaller percentage of people in their twenties and a considerably larger percentage of people over fifty teach English. When we compare English teachers to the groups of other teachers on this variable, it appears that the age distributions of the other groups are fairly close to that of the senior high English teachers. The remarkable finding from these data is the noticeably smaller percentage of older junior high/middle school English teachers.

Sex. In Table 2, the percentages of males and females in each of the four teacher groups are displayed.

TABLE 2 TEACHER SEX BY LEVEL OF SCHOOLING AND SUBJECT AREA TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Sex	English	Others	English	Others
Male	24.8%	58.1%	20.5%	51.6%
Female	75.2	41.9	79.5	48.4
Total	100 %	100 %	100 %	100 %
N	125	539	83	316

Although males are slightly better represented in English departments at the senior high school level, English teachers are overwhelmingly female at both secondary levels of schooling--75.2% and 79.5% at the two

levels. These percentages contrast strongly with the groups of teachers of other subjects where males have greater representation. At the high schools only 41% of all other teachers were female, while at the middle level female teachers comprised nearly half of the sample (48.4%).

Ethnicity. 85.5% of the senior high school English teachers in our sample were white, in contrast to 79.4% of the teachers of all other subjects. Although there are small differences in the percentages of non-white teachers in both groups, all minority groups were less well represented in the sample of high school English teachers than in the sample of other teachers. This pattern is not found at the junior high/middle school level. Among that sample, 73.5% of the English teachers were white, compared to 79.3% of the teachers of other subjects. This level difference is reflected most clearly in the percentages of black English teachers at the two levels. At the middle school level, 16.9% of the English teachers were black, slightly more than twice the percentage of black English teachers at the high school level. The other minority groups had slightly stronger representation among English teachers at the middle level as well. Additionally, while the differences are not great, there were larger percentages of all minority groups among the English teachers than among the group of other teachers at the junior high middle schools (see Table 3).

TABLE 3 TEACHER RACE BY LEVEL OF SCHOOLING AND SUBJECT AREA TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Race/Ethnicity	English	Others	English	Others
White	85.5%	79.4%	73.5%	79.3%
Black	8.1	11.8	16.9	14.3
Asian	0.8	1.1	2.4	1.6
Hispanic	4.0	5.8	4.8	2.5
Others	1.6	1.9	2.4	2.2
Total	100 %	100 %	100 %	100 %
N	124	535	83	314

Family Income. Although our data can neither confirm nor disconfirm it, we might assume that since a large percentage of English teachers are female they are providing the second income in a family unit. Guided by this assumption, we might predict that many English teachers would have higher combined family incomes than teachers of other subjects--since, when viewed together as a group, these other teachers are predominantly male. The frequency distributions of the family incomes of the four groups of teachers presented in Table 4, however, contradict this hunch.

TABLE 4 TEACHERS'S FAMILY INCOME BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Income	English	Other	English	Other
under-9,999	6.4%	7.4%	14.5%	8.7%
10,000-14,999	22.7	22.3	18.1	25.2
15,000-19,999	22.7	18.5	21.7	23.2
20,000-24,999	16.8	22.3	22.9	19.4
25,000-more	31.1	29.6	22.9	23.5
TOTAL	100 %	100 %	100 %	100 %
N	119	539	83	310
Median	$19,537	$20,404	$19,009	$18,470

While the median incomes at the two levels are different for English teachers than for the groups of teachers of other subjects, they are not markedly so. Furthermore, the percentages of teachers in all groups with incomes higher than $20,000 a year do not differ strikingly--47.9% for senior high English, 51.9% for senior high others, 45.8% for middle level English, and 42.9% for middle level others. Although senior high school teachers together seem to have higher incomes than middle school teachers, these differences are probably attributable to age rather than sex differences. These potential relationships merit future exploration, however.

Political orientation. We asked teachers to answer the following question about their political orientation:

> Which one of the following adjectives best describes your political orientation?
>
> ○ Strongly conservative
> ○ Conservative
> ○ Moderate
> ○ Liberal
> ○ Strongly liberal

The teachers' responses to this item are displayed in Table 5.

TABLE 5 TEACHERS' POLITICAL ORIENTATION BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Political Orientation	English	Other	English	Other
1) Strongly Conservative	0.8%	2.3%	0 %	1.0%
2) Conservative	18.9	24.3	16.0	23.0
3) Moderate	44.8	50.9	54.3	53.6
4) Liberal	28.8	20.2	22.2	19.4
5) Strongly Liberal	4.8	2.3	7.4	3.0
TOTAL	100 %	100 %	100 %	100 %
N	122	539	81	304

While it is evident that approximately half of the teachers in all four groups identified themselves as politically moderate, there are some noticeable differences between them. English teachers at both levels classified themselves as "liberal" or "srongly liberal" with considerably greater frequency than did the teachers of other subjects. Not unexpectedly, a smaller percentage of English teachers responded that they were politically "conservative" or "strongly conservative" than the other teachers as well. Clearly, there is a pronounced difference between the English teachers and the other two groups of teachers; the latter having similar percentages in the "liberal" and "conservative" categories.

When the two groups of English teachers are put along side one another, clearcut differences between them in political orientations are also visible. It is apparent that a substantially larger proportion of high school level English teachers were willing to place themselves on one or the other end of the political continuum than were middle level English teachers; 10% fewer identified themselves as "moderate." Not only did the senior high group consist of proportionately more "liberals" and "strongly liberals" than the junior high/middle school group, there were proporationately more "conservatives" among the senior high teachers as well. These level differences are barely perceptible among the two groups of teachers of other subjects.

From these findings we can make some observations about the four groups of teachers. English teachers at both levels, when compared to the other groups, were far more likely to be "liberal" or "strongly liberal" in political orientation. Furthermore, among those English teachers not viewing themselves as "moderate" there was a pronounced leaning toward the liberal end of the political spectrum. High school English teachers, furthermore,

were even more likely than junior high teachers to be at the liberal end of the scale. Moreover, we might venture a guess that high school English teachers are simply more likely to be "political" than any of the other groups, if we interpret their willingness to place themselves outside the "moderate" category in that way.

These findings may be surprising in view of what else we know about these teachers. Our hunch might have been that a slightly older, mostly female, and overwhelmingly white group of teachers--which our English teachers appear to be--would be comparatively more conservative than the other groups. Our data simply do not bear out this hunch. Further, the senior high English group with conspicuously larger percentages of whites and persons over fifty years of age were even more liberal than the junior high middle school group. While our data do not permit the exploration of "cause and effect" relationships, it will be interesting to keep this somewhat provocative demographic profile of English teachers in mind as we explore other aspects of English/language arts in the schools. Relationships between these demographic characteristics and other teacher data certainly bear further scrutiny.

Years of teaching experience. An examination of Table 6 shows that the English teachers in our samples did not differ dramatically from the groups of teachers of other subjects in the number of years they had taught (See Table 6).

TABLE 6 YEARS OF TEACHING EXPERIENCE BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH AND OTHER)

	High School Teachers		Middle School Teachers	
Years Experience	English	Other	English	Other
1 or less	4.1%	7.6%	4.9%	6.8%
2- 3	8.2	9.1	14.6	11.0
4- 5	12.3	12.1	13.4	14.6
6-10	31.1	26.0	28.0	27.3
11-15	14.8	15.9	22.0	15.6
16-20	13.9	13.5	8.5	13.0
21-25	9.8	9.1	6.1	7.1
26 plus	5.7	6.6	2.4	4.5
TOTAL	100 %	100 %	100 %	100 %
N	122	527	82	308
Median Years	7.58	7.57	6.55	6.72

The median number of years taught fell between six and eight years for all four groups. Nonetheless, a careful look at the percentage distributions within various categories for the groups reveals some variation among them. The one striking distinction is the considerably lower percentage of junior/high middle school teachers with more than fifteen years' experience. This is more than simply a level difference. It is true that the number of years of teaching experience among our teachers rises with grade level; even so, the percentage of junior high/middle level English teachers with more than fifteen years' experience is appreciably below that of the comparison group at the same level. This finding is not surprising given that we know that the percentage of older teachers is noticeably smaller among this group as well.

SUMMARY

Demographic profiles. At this point we can stop and look back at what we know so far and begin to outline a profile of our English teachers. First, it must be remembered that there are certainly commonalities between them and other teachers--as we have grouped them for comparison. Be that as it may, we can make the following observations about the ways the English teachers in our sample are distinctly different from the groups of other teachers:

--With median ages of 37 and 35 years, English teachers were slightly older--approximately one year--on the average than teachers of other subjects at each level. There is a conspicuous difference in the proportion of English teachers over fifty at the two levels, however--with more than twice the percentage of older teachers at the higher level.

--English teachers were predominantly female at both levels. Women held about three-quarters of these teaching positions while men occupied slightly more than half of the positions in the other subjects combined.

--English teachers were overwhelmingly white--at the senior high level considerably more so than the teachers of other subjects, at the junior high level considerably less so. The junior high/middle level English group had considerably higher percentages of minorities than the other groups.

--English teachers' median incomes of $19.537 and $19,009 did not differ meaningfully at each level from those of other teachers. Senior high English teachers had slightly higher family incomes than did those at the junior high level.

--Although the teachers in all four groups most often identified themselves as politically moderate, English teachers at the two levels were more likely to be politically liberal than teachers of other subjects. This liberal tendency was most pronounced at the senior high level.

--English teachers at both levels--like the teachers of other subjects--had been teaching for approximately seven years. At the same time there was a considerably smaller percentage of English teachers with more than fifteen years of experience at the junior high level.

Reason for entering teaching. The following item was used to ascertain teachers' reasons for becoming educators.

> What was your primary reason for entering the education profession? (Mark only one)
>
> Working conditions--hours, holidays, summer vacations, job security, time off
>
> Interest in subject, always wanted to be a teacher, "felt called"
>
> Recommended by or influenced by others, such as parents, counselors, relatives, etc.
>
> Inherent values in the profession; work is rewarding, enenjoyable, satisfying, etc.
>
> Scholarship(s) or fellowship to study to become a teacher
>
> Like children/students/young people
>
> To help others, to be of service, to teach others
>
> Economic considerations; availability of job; unable to afford other kind(s) of training; to pay off loan, etc.
>
> Other

By looking at the data in Table 7, we can compare the reasons selected by the four groups of teachers. The similarity between the responses of each group is clear.

TABLE 7 TEACHERS' REASONS FOR ENTERING EDUCATION BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH AND OTHER), RANK ORDERED BY PERCENTAGE OF RESPONSES FOR EACH TEACHER GROUP

High School Teachers

English		Other	
Interest in subject, etc.	(23.4%)	Interest in subject, etc.	(21.7%)
Values of the profession	(21.8%)	Values of the profession	(18.1%)
Help others	(15.3%)	Help others	(17.6%)
Influenced by others	(12.9%)	Influenced by others	(12.9%)
Like children	(8.1%)	Like children	(11.2%)
Other	(7.3%)	Working conditions	(9.2%)
Economic considerations	(6.5%)	Other	(4.3%)
Working conditions	(3.2%)	Economic considerations	(3.6%)
Received scholarship	(1.6%)	Received scholarship	(1.5%)
Total	(100 %)	Total	(100 %)

Middle School Teachers

English		Other	
Interest in subject, etc.	(23.2%)	Interest in subject, etc.	(23.2%)
Values of profession	(22.0%)	Help others	(17.6%)
Help others	(15.9%)	Values of profession	(16.7%)
Like children	(12.2%)	Influenced by others	(15.4%)
Influenced by others	(11.0%)	Like children	(10.6%)
Other	(7.3%)	Working conditions	(8.3%)
Economic considerations	(3.7%)	Other	(6.7%)
Working conditions	(3.7%)	Economic considerations	(4.8%)
Received scholarship	(1.2%)	Received scholarship	(0.3%)
Total	(100 %)	Total	(100 %)

English teachers at both levels selected nearly all of the responses with about the same frequency as did the two groups of teachers of other subjects. "Interest in the subject, always wanted to be a teacher, 'felt called'" was selected most often by all four groups of teachers, followed by "Inherent values in the profession, work is rewarding, enjoyable, satisfying, etc," or "To help others, to be of service, to teach others." These responses seem to indicate that most teachers were motivated by some qualities intrinsic to teaching itself. Considerably fewer teachers selected reasons that would indicate that factors extrinsic to teaching itself had motivated them--"Recommended or influenced by others," "Economic considerations," or "Working conditions, hours, holidays, summer vacations, job security, time off," or "Scholarship(s) or fellowships to become a teacher," Only 24.2% of the high school English teachers selected these "extrinsic" reasons, a slightly smaller proportion than the 27.2% of other teachers at that level.

An even smaller percentage, 19.6%, of the junior high/middle school English teachers indicated that these "extrinsic" reasons were their primary motivation for entering teaching, a conspicuously smaller group than the 28.8% of teachers of other subjects at the middle schools. This disparity between English teachers and others is best reflected in their responses to the "working conditions" item. At both levels considerably smaller percentages of English teachers selected this response.

This response to this item is especially interesting in light of the stereotypical view of female teachers which has included the notion that women often select teaching because the working conditions are presumed to be compatible with mothering. Our data discredit this view for our sample. From what these teachers are telling us, we must surmise that

that few of them chose teaching because of working conditions. Furthermore, even fewer of our predominately female group of English teachers went into education for this reason.

Have career expectations been met? Some sense of teachers' satisfaction with their work can be gained by examining their responses to the following item:

> 16. Looking back on your expectations before you started your present career, were those expectations fulfilled?
> ① Yes
> ② No

As is clear from Table 8, most of the teachers in all four groups reported that their career expectations have been met. Larger percentages of high school teachers responded yes to this item than did junior high/middle school teachers. But, within the senior high level, meaningful differences in responses of the two teachers groups do not occur. At the junior high/middle school level, however, the response pattern is quite different. English teachers at the middle level reported that their expectations had been fulfilled with considerably greater frequency than did the group of other teachers. Junior high/middle school English teachers responded yes to this item almost as frequently as the senior high teachers (See Table 8).

TABLE 8 TEACHERS' RESPONSES TO "WERE CAREER EXPECTATIONS FULFILLED?" BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Response	English	Others	English	Others
Yes	75.2%	74.9%	72.3%	65.6%
No	24.0	24.7	27.7	34.4
Total	100%	100%	100%	100%
N	124	530	83	311

If we use this item to begin to gauge teachers' satisfaction with their careers, we can make the following speculations: 1) no more senior high English teachers appear to be satisfied than teachers of other subjects at their level and 2) noticibly more junior high/middle school teachers seem to be satisfied with their careers than other teachers at that level. This pattern may relate to the reasons teachers gave for entering the profession. Junior high/middle school English teachers differ from the other groups in that the smallest percentage of them seemed to be motivated by conditions external to the teaching process itself. Perhaps this finding may help to explain greater levels of fulfilled expectations among these English teachers. This would be an interesting relationship to explore in the data. At any rate, these impressions should be kept in mind as we explore other variables. It may be that other data will help to confirm or disconfirm these hunches.

Would they choose education again? Another item which can be considered an indirect measure of teacher satisfaction was the following:

3317. If you had it to do over again, would you choose education as a profession?

① Yes
② No

Responses to this item are visibly different for English teachers when compared to teachers of other subjects and between the groups of English teachers at the two levels of schooling. As can be seen in Table 9, English teachers at both levels would be far more likely than the other teachers to choose education as a profession again. This pattern is somewhat different than the one for the "fulfilled expectations" item in that here senior high teachers as well as junior high teachers have higher proportions of yes responses than do the teachers of other subjects.

Even so, junior high/middle level English teachers emerge again as the group with the highest percentage of yes responses (See Table 9).

Table 9 TEACHERS" RESPONSES TO "WOULD YOU CHOOSE EDUCATION AGAIN?" BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER).

	High School Teachers		Middle School Teachers	
Response	English	Others	English	Others
Yes	72.6%	66.2%	79.0%	60.1%
No	27.2	32.5	21.0	39.9
Total	100%	100%	100%	100%
N	124	532	81	313

With this in mind, we can look again at our speculations regarding teacher satisfaction. The data from this item seem to add unmistakable support to the hunch that junior high/middle school English teachers are satisfied in appreciably greater proportions than are other teachers at their level. With regard to senior high teachers, however, these data may provide some evidence of higher percentages of satisfied English teachers at this level as well. They certainly don't disconfirm our earlier impression--that senior high English teachers are at least as satisfied as senior high teachers of other subjects. We can begin, then, to get a sense that English teachers, entering teaching less often than others for "extrinsic" reasons, tend more to have their expectations fulfilled and would be more likely to choose education as a profession agian.

Summary - 3 Measures of Attitude. We have examined teachers responses to three items--why they chose teaching, whether their expectations have been met, and whether they would choose teaching again--in an attempt to glean some insight into English teachers general attitudes toward

their work. Taken together the responses to these items reveal a striking pattern. English teachers were less likely than the groups of teachers of other subjects to enter teaching for reasons extrinsic to the work itself--especially because of the appeal of the working conditions, hours, holidays, summer vacations, job security, time off. English teachers in large proportions reported that their career expectations had been met and, at the junior high level, with much greater frequency than the group of other teachers. Finally, there were conspicuous differences in the percentages of English teachers and teachers of other subjects who said they would choose education as a profession again. While at both levels, higher percentages of English teachers responded that they would make the same career choice again, this difference is especially pronounced at the junior high/middle school level.

SECTION II - PROFESSIONAL PREPARATION

In overwhelming numbers, the English teachers in our sample believe themselves to be well trained for their work. When we asked them on the Teacher Survey if they "feel adequately prepared" to teach English, reading, and/or language arts, 96.7% of the senior high and 97.6% of the junior high English teachers indicated that they did. It is interesting, in light of this pervasive feeling of preparedness, to explore the formal educational backgrounds and professional training experiences of these teachers. The following section will include a description of the amount, type, and content of the preparation of our 208 secondary English teachers; a look at how this preparation may differ for teachers at the two secondary levels; and an exploration of how the preparation of English teachers may be different from that of teachers of all other subjects when considered as a single group at each level. Some possible explanations of these differences and their potential effects will be speculated about. Additionally, relationships between these and other variables will be suggested. It would be intriguing to begin to find threads which may begin in some aspects of the background and preparation of English teachers which may lead us to better understand their attitudes and the way they conduct their work with students.

Formal education. If we look first at level of formal education attained, our 208 English teachers do not appear to be distinctly different from the groups of teachers of other subjects at two levels of schooling. Level differences occur, but formal educational attainment appears to be similar for the two groups considered at each level. In Table 10, the frequencies of teacher responses to the following question on formal educational attainment are presented:

11. What is the highest academic credential that you hold?
(Mark only one)

① High school diploma
② Associate's degree/Vocational certificate
③ Bachelor's degree
④ Master's degree
⑤ Graduate/Profeisional degree (Ph.D., Ed.D., J.D. (LI.B.), M.D., etc.)

TABLE 10 EDUCATIONAL ATTAINMENT BY LEVEL OF SCHOOLING AND SUBJECT AREA TAUGHT (ENGLISH OR OTHER SUBJECTS)

Highest Academic Credential Held	High School Teachers		Middle School Teachers	
	English	Others	English	Others
1. H.S. Diploma	0%	1.5%	0%	0.6%
2. Assoc. Degree	0	1.5	0	1.0
3. B.A.	59.3	53.3	65.1	65.6
4. M.A.	36.6	40.9	33.7	30.9
5. Grad. Degree	4.1	2.8	1.2	1.9
Total	100%	100%	100%	100%
N	123	535	83	311

While a very few of the teachers of other subjects held either High School diplomas or Associate degrees as their highest academic credentials, none of the English teachers at either level held less than a Bachelor's degree. This small difference, of course, cannot be interpreted as a meaningful distinction between English teachers and teachers of other subjects; it does, however, point out the minimum level of formal education of the English teachers in our sample. At both secondary levels approximately the same percentages of English and other teachers held advanced degrees. Level differences are apparent however, with approximately 10% fewer junior high/middle school teachers than senior high teachers holding masters or other graduate degrees. We can speculate about what may enter into this

difference in educational attainment at the two levels. It may be that the slightly higher percentages of younger and less experienced teachers, or the slightly greater proportion of females at the junior high/middle school level may be associated with the lower level of academic attainment. It would be interesting, time permitting, to explore the interrelationships between these variables.

The content of academic work toward degrees is somewhat different for English teachers at the two levels as well. The percentages of English teachers who majored or minored in selected subjects in college are compared in Table 11.

TABLE 11 PERCENTAGES OF ENGLISH TEACHERS REPORTING MAJORS OR MINORS IN SELECTED SUBJECTS.

	High School	Jr. High/Middle
Major or Minor	English Teachers	English Teachers
English/Reading/Lang. Arts	94.3%	83.1%
Special Education	1.9	5.6
General Education	12.1	20.8

Two distinctions between the groups of English teachers emerge from these data. First, the high school teachers in our sample were more likely to have majored or minored in English. Second, the junior high/middle school teachers were more likely to have majored or minored in some aspect of education. These distinctions, while small, may begin to point to a difference between the two groups of English teachers--a greater emphasis on academics at one level and on educational processes at the other--which may emerge as we explore other variables.

Looking at post-credential work in formal educational settings, we can see small, but similar differences in the education of English teachers

at the two levels. A higher percentage of senior high English teachers reported that they have taken post-credential work in their subject area than did English teachers at the junior high/middle school level. The percentages of the two groups of teachers indicating that they have taken this type of post-credential work are displayed in Table 12.

TABLE 12 PERCENTAGE DISTRIBUTION OF ENGLISH TEACHERS TAKING POST-CREDENTIAL WORK IN ENGLISH

Response	High School Teachers	Middle School Teachers
Yes	66.4%	62.8%
No	33.6	37.2
Total	100%	100%
N	124	83

In accordance with our earlier observation, these level differences tend to be reversed when teachers reported their participation in post-credential work in the field of education. Again, while the percentage differences are very small--74% for senior high and 78.3% for junior high/middle school English teachers--they add a small piece to the pattern of slightly different emphases among teachers at the two levels. This percentage distribution and that for the groups of other teachers at the two levels are presented in Table 13.

TABLE 13 PERCENTAGE DISTRIBUTION OF RESPONSES TO: "HAVE YOU DONE ANY POST CREDENTIAL WORK IN EDUCATION?"

	High School Teachers		Middle School Teachers	
Response	English	Others	English	Others
Yes	74%	77.1%	78.3%	82.4%
No	26	22.9	21.7	17.6
Total	100%	100%	100%	100%
N	123	529	83	307

It can be seen from this Table that the percentages of English teachers taking post-credential work in education are slightly lower than for the group of other teachers at each level.

More specifically, the various types of post-credential work taken in education by the four groups of teachers are shown in Table 14.

TABLE 14 TYPE OF POST CREDENTIAL WORK TAKEN IN EDUCATION BY LEVEL OF SCHOOLING AND SUBJECT AREA TAUGHT

	High School Teachers		Middle School Teachers	
Type of Work	English	Others	English	Others
Subject Matter	49.4%	54.4%	51.6%	46.0%
Teaching Methods	26.4	23.4	29.0	30.0
Administration	12.6	12.5	9.7	10.8
Other	11.5	9.7	9.7	13.2
Total	100%	100%	100%	100%
N	87	401	62	250

Of those teachers reporting that they have taken post-credential work in education, only small differences exist in the percentages of English teachers at the two levels who have taken each type of work. About half of the English teachers at both levels reported having taken work in "subject matter"--although we cannot automatically assume from this response that the "subject matter" was English, reading, or language arts. A slightly larger percentage of the other senior high school teachers and a smaller percentage of the other junior high/middle school teachers reported this type of work. No important level differences for English teachers or subject differences within levels occur for the other types of post-credential work in education.

There are, however, some intriguing differences in the purposes for which post-credential work in education was taken by the four groups of teachers. In Table 15 the reasons teachers gave for taking this post-credential work are presented.

TABLE 15 PURPOSE OF POST-CREDENTIAL WORK IN EDUCATION BY LEVEL AND SUBJECT TAUGHT

	High School Teachers		Middle School Teachers	
Purpose	English	Others	English	Others
Change Grade Level	0%	1.2%	3.1%	4.5%
Change Subject	5.6	7.2	10.8	9.8
Advance Salary	29.2	32.6	23.1	32.8
Become Admin.	5.6	7.9	7.7	6.6
Personal Growth	59.6	51.1	55.4	46.3
Total	100%	100%	100%	100%
N	89	405	62	244

About 10% more of the English teachers at each level reported that they pursued post-credential work in education for the purposes of "personal growth" than did the group of other teachers. Additionally, a smaller percentage of English than other teachers said they completed this work for salary advances. Further, among English teachers themselves, a smaller percentage of junior high/middle school teachers reported money as their primary purpose than did senior high teachers.

This finding that English teachers were less likely than others to complete post-credential work in education for salary advances is consistent with the differences we noted earlier in their reasons for entering education in the first place. Here, again, it seems that English teachers, especially at the junior high/middle school level, are less interested in the "extrinsic" aspects of their careers and more focused on teaching itself. On the other hand, approximately the same percentages

of English as other teachers at each level completed post-credential work in education in order to change subject areas or grade level, or to become administrators. Each of these responses was given with considerably less frequency by all groups, however, than were "personal growth" or "salary advancement." Within these similarities one finding worth noting is the larger percentage of middle level English teachers reporting that work was taken to change subject areas. We don't know, of course, whether this desired charge of subject was into or out of English/language arts. In either case it may be that this relates to the larger percentage of English teachers at the junior high/middle school level who did not major or minor in English--a relationship for future exploration perhaps.

Professional training. Attendance at professional training programs not connected with colleges or universities is another aspect of teacher preparation. We asked teachers about the kinds of topics presented at training programs given by school staffs, school districts or counties, or by other outside agencies which they attended during the three years prior to the study. The percentages of teachers in each of the four groups who reported that they attended training programs at which selected topics were presented are shown in Table 16.

TABLE 16 PERCENTAGES OF TEACHERS REPORTING ATTENDANCE AT PROFESSIONAL TRAINING PROGRAMS AT WHICH VARIOUS TOPICS WERE PRESENTED

	High School Teachers		Middle School Teachers	
Topics	English	Others	English	Others
Group Dynamics	30.4%	29.5%	37.3%	30.9%
Teaching Methods	43.2	37.7	50.6	39.4
Child Growth/Develop.	12.8	15.0	22.9	17.4
Class Management	17.6	18.9	33.7	24.3
Beh. Obj./Evaluation	28.0	27.6	37.3	27.1
Curriculum Development	30.4	29.1	36.1	25.6
Cross-Cult. Education	12.0	9.3	12.0	12.3
Eng. Reading/ Lang. Arts.	51.2	6.5	56.6	13.2

A fascinating pattern emerges from these data. While similar percentages of teachers in three of the groups--senior high English, senior high other, and junior high/middle school other--reported attending programs on many of the topics, the junior high/middle school English teacher group had distinctly higher levels of attendance on all but one--cross-cultural/cross-national education. Not only is the proportion of English teachers attending these programs substantially larger within the middle level, but a considerably higher percentage of junior than senior high English teachers reported attendance. These findings may add evidence to the hunch we noted earlier--that junior high/middle school English teachers may be more focused on educational processes--such as those presented in professional training programs--than are senior high English teachers. We might, after considering these data, take our hunch a little further and begin to look for other evidence which points to English teachers at the junior high/middle school level as a special case. It may be that this group has an orientation toward teaching which differs in some meaningful ways from other kinds of teachers.

Summary - Education and Training. Taken together our data permit a description of the educational backgrounds and professional preparation of the English teachers in our 25 secondary schools. The English teachers in our sample most frequently held a Bachelor's degree as their highest academic credential, with a major or minor in English. Most have taken post-credential work both in English and in education--primarily for the purpose of personal growth. Most have attended professional training programs on English/language arts topics. Fewer have attended such programs on education topics.

While the amount of education and training does not seem to be very different for the English teachers we studied than for our sample of teachers of other subjects (considered as a single group) the purposes for

which some of their training was taken do differ. English teachers were motivated more often by personal growth and less frequently by the prospect of a salary advance.

Some distinctions emerge between English teachers at the two secondary levels as well. Although the differences are small, a higher percentage of high school teachers majored or minored in English, hold advanced degrees, and have done post-credential work in their subject area. A larger percentage of junior high/middle school teachers, in contrast, majored or minored in education, completed post-credential work in education, and attended professional training programs on educational topics.

Again, it must be pointed out that the differences between the two groups of teachers are relatively small. But, taken together, they may point to a tendency for English teachers at the two levels to have slightly different orientations--senior high teachers toward subject content and junior high/middle school teachers toward educational process. It will be of interest to see if further evidence of these tendencies emerges in the examination of other variables. Although our data does not permit its exploration, we can speculate that the perceptions of educators regarding the academic requirements and orientations appropriate for senior high and junior high level teaching may be quite different. It may be that English teachers and school administrators as well view senior high English teaching as requiring an orientation toward academic content and junior high middle school teaching being best accomplished with a focus on educational processes. At any rate we will continue to look for indications of this possible difference as we explore the English/language arts classes themselves in later chapters.

SECTION III - TEACHERS AS PROFESSIONALS

In this section selected aspects of English teachers' professional lives both in and out of the school will be examined. We asked teachers about their usual teaching situations, the kinds of help they receive in their jobs and their perceptions of the value of this help. We inquired about how much influence they perceived teachers to have over school policies. We questioned them about which aspects of their current teaching positions might cause them to quit. Teachers responded as well to items about their memberships in professional organizations and the professional reading they do. The exploration of English teachers' responses to these questions should give us some clues about English teachers work situations and professional activities. A comparison of their responses with those of other groups of teachers should uncover any ways in which they, as professionals, may be distinctly different.

The reader should keep in mind that teachers also responded to many items about how they conduct their work. This data will be carefully considered in later chapters. The variables examined in this section are of a more general nature. It should be noted as well that teachers were asked many questions about how they perceived schools as work environments. The responses to these items are beyond the scope of this report.

As school people. To get some idea about their typical teaching situations, we asked teachers to complete the following item:

1. Indicate which one of the following best describes your usual teaching situation.

(1) Teach alone in a self-contained classroom
(2) Member of a teaching team
(3) Teach with one or more aides
(4) Teach alone with regular assistance from a specialist
(5) Teach with a student teacher
(6) Teach in a self-contained classroom with informal assistance from one or more teachers

As is evident from an examination of Table 17, at the senior high school level the English teachers' usual situation was quite similar to that of the group of teachers of other subjects. The great majority of teachers in both groups reported that they usually teach alone while very small percentages reported team teaching situations, teaching with aides, assistance from specialists, working with student teachers, or informal assistance from other teachers.

At the junior high/middle schools, English teachers' situations were considerably more varied than those of high school English teachers and different from those of other teachers at their level. A substantially smaller percentage of junior high school English teachers taught alone compared with the other groups of teachers and a larger percentage reported that they worked with aides. Additionally, at the junior high level, team teaching was reported with considerably greater frequency by both groups of teachers (See Table 17).

TABLE 17 TEACHERS' USUAL TEACHING SITUATION BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Teaching Situation	English	Other	English	Other
Teach Alone	84.0%	83.2%	67.5%	77.0%
Team Teaching	3.2	5.8	12.0	10.2
Teaching with Aides	6.4	3.5	15.7	5.4
Special Assistance	1.6	0.6	0	0.3
With Student Teacher	0.8	0.4	0	0.6
Informal Assistance	4.0	6.5	4.8	6.4
Total	100%	100%	100%	100%
N	125	536	83	313

It is clear that the traditional teaching situation--1 teacher per class, working alone--was far more prevalent at our high schools than middle schools. This difference is especially pronounced between English teachers at the two levels. We might conjecture that since reading programs make up a substantially greater proportion of English programs at the middle level and that since those classes often were a part of special programs at our schools, that aides were more available to them. It would be interesting to explore exactly which types of English classes in our sample have aides. It may be also that junior high/middle school English programs are not as bound to traditional curricula and processes and, as a result, free teachers to attempt new teaching arrangements. This may point again to our hunch that junior high English teachers can be differentiated from the other groups in that they appear to be more focused on educational process. It would be interesting to see if non-traditional teaching arrangements are more frequently reported by teachers majoring in education or with post-credential work or professional training in education. It must be noted, nevertheless, that even at the middle school level the great majority of teachers report that they usually teach alone.

Do they get outside help? Despite the fact that they usually teach alone, most teachers report that they do have help available to them in some form. We used the following items to determine what resource people were available to teachers and how often their services are used:

38a. Indicate: (1) whether or not any of the following resource people are available to you, and (2) whether or not you have consulted with any of them during the last year.

	172-174 (1) Available		175-177 (2) Consulted	
	Yes	No	Yes	No
District personnel	172. (1)	(3)	175. (1)	(2)
Intermediate educational agency/county office	173. (1)	(2)	176 (1)	(2)
Consultants for state or federal projects/agencies	174. (1)	(2)	177 (1)	(2)

As the percentages in Table 18 indicate, resource people from the district, intermediate agencies, or state or federal projects and agencies were available to a greater proportion of junior high/middle school teachers--in both subject groups--than to high school teachers. Only in access to state or federal resource people did subject seem to make a difference. A smaller percentage of high school English teachers than teachers of other subjects reported such help available. In contrast, a larger percentage of English teachers than others indicated that they had access to these resources at the junior high/middle school level (See Table 18).

TABLE 18 PERCENTAGES OF TEACHERS REPORTING ACCESS TO VARIOUS RESOURCE PERSONNEL BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT

	High School Teachers		Middle School Teachers	
Type of Resource	English	Other	English	Other
District Personnel	79.0%	81.9%	89.0%	85.5%
Intermediate Agency/ County	58.1	59.7	68.4	65.7
State/Federal Consultants	40.0	56.9	56.3	49.2

In view of these findings, it is not surprising that larger percentages of the junior high/middle school teachers groups said that they consulted with resource people of all three types than did high school teachers. At the senior high level the only important difference in use of resource people by subject is that English teachers responded that they consulted with state or federal resource people less frequently than teachers of other subjects. At the junior high/middle school level a substantially greater percentage of English teachers reported that they made use of district resource personnel than did the teachers of other subjects. Interestingly, among all four groups of teachers, considerably fewer teachers

indicated they used resource people of all types than reported these resources available. The largest gap between availability and use is for junior high/middle school English teachers and resource people from intermediate agencies or county offices. As the figures in Table 19 show, 68.4% of these teachers reported these resources available, while only 21.7% said they had consulted them--a considerable disparity. The smallest gap, on the other hand, is for junior high/middle school English teachers and district resource personnel. The difference here is 22.8%--still a substantial discrepancy (See Table 19).

TABLE 19 PERCENTAGES OF TEACHERS REPORTING USE OF RESOURCE PERSONNEL BY LEVEL OF SCHOOLING AND SUBJECT MATTER

	High School Teachers		Middle School Teachers	
Consultants Used	English	Other	English	Other
District Personnel	51.6%	48.9%	66.2%	54.5%
Intermediate Agency/ County	16.1	19.7	21.7	27.3
Federal/State	11.5	24.9	23.7	19.1

Perhaps this remarkable lack of use can be partly explained by teachers' perceptions of the value of the help provided. The responses to the following item measuring these perceptions are displayed in Table 20.

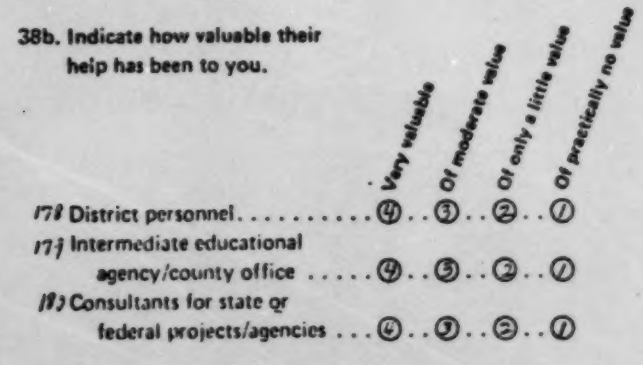


TABLE 20. PERCENTAGES OF TEACHERS REPORTING HELP OF RESOURCE PEOPLE TO BE OF "LITTLE OR NO VALUE."

	High School Teachers		Middle School Teachers	
Type of Resource Help	English	Other	English	Other
District Personnel	48.3%	55.8%	45.7%	49.0%
Intermediate Agency/ County	78.6	80.6	80.9	73.8
State/Federal Consultants	78.2	77.4	76.8	81.3

Nearly half of each of the four groups of teachers reported the help of district level resource personnel to be of little or no value. Additionally, more than three-fourths of each group indicated that the help from county or intermediate agencies or county offices and federal and state agencies to be of little or no value. Only two important differences exist between the responses of English and other teachers. At the high school level English teachers less frequently reported district resource personnel to be of little of no value. On the other hand, a higher proportion of junior high/middle school English teachers reported that help from intermediate agencies or county offices was of little or no value than other teachers at this level.

Generally, then, most English teachers have help available to them in the form of resource personnel. Many, however, do not make use of this help. Large gaps exist between the availability and use of all three types of resource people. This low level of utilization of resource people may be due to the perceptions teachers have of the value of the help from these resource people. Nearly half of both groups of English teachers rated the help of district resource people as of little or no value and more than three-fourths judged help from county, state, or federal resources this way.

Two other kinds of help. Assistance is sometimes provided teachers in the form of release time to prepare their work, pursue professional activities, or to observe other teachers. The following two items were used to measure the extent of this kind of help provided to teachers:

15 5. Is it possible for you to arrange for another person to take over your class so that you can be free to prepare your own work or engage in other professional activities?

① Yes
② No

16 6a. How often do you observe instruction in classrooms other than your own in this school?

① Never
② Once or twice a year
③ Three or more times a year

An examination of Tables 21 and 22 shows that clear differences exist between English teachers and other teachers in their opportunities for release time and for observation of other teachers.

TABLE 21 TEACHERS' OPPORTUNITIES FOR RELEASE TIME BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Response	English	Other	English	Other
Yes	43.5%	52.0%	56.6%	50.8%
No	56.0	48.0	43.4	49.2
Total	100%	100%	100%	100%
N	124	538	83	315

TABLE 22 TEACHERS FREQUENCY OF OBSERVING OTHER CLASSROOMS BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
	English	Other	English	Other
Never	72.0%	62.4%	55.4%	61.0%
1-2/Year	18.4	20.5	20.5	23.8
3+1/Year	9.6	17.1	24.1	15.2
Total	100%	100%	100%	100%
N	125	537	83	315

At the high school level a smaller percentage of English than other teachers indicated that they can arrange for release time for preparation or other professional activities. At the same time, high school English teachers less frequently reported that they ever observe instruction in other classrooms. Clearly, fewer English teachers perceive that they have access to this kind of help than the group of teachers of other subjects.

This pattern is reversed at the junior high/middle school level where comparatively more English than other teachers reported opportunities for release time and observation.

We might conjecture that teachers do not observe other teachers because they do not wish to. Our data do not bear this out. On the contrary, when asked the following,

17 6b. Would you like more opportunity for this kind of observation?
① Yes
② No

more than three-fourths of the teachers in each group indicated that they would like more opportunities to observe (See Table 23).

TABLE 23 TEACHERS DESIRING MORE OPPORTUNITIES TO OBSERVE BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Response	English	Other	English	Other
Yes	77.4%	73.0%	80.7%	72.2%
No	22.6	27.0	19.3	27.8
Total	100%	100%	100%	100%
N	124	539	83	313

It seems evident that the limited amount of observation taking place is not a result of lack of teacher interest. One interesting piece of information emerging from these data is that the junior high/middle school English teachers--those with the highest rate of observation--responded with the greatest frequency that they would like more such opportunities. We can conclude that they perceive observation as a valuable activity. These findings also may add to our impression that English teachers at this level are more oriented toward educational processes than are other teachers.

We can infer at this point that what help is perceived by English teachers as available--resource personnel--is not greatly utilized and, furthermore, is perceived to be of little or no value. At the same time, observation, the help that these teachers perceive as valuable--in that they desire more of it--appears to be available to less than half of them--judging by their reports of how often they observe. This may point to a possible misdirection of resources on the part of school districts, county, and federal education agencies. Perhaps monies might be better spent, at least according to teachers perceptions of what assistance is valuable, in providing help in the form of release time and opportunities for observation rather than on resource personnel.

We asked teachers, in addition, to rate the amount of help they feel they have in a more general way--not relating to any specific sources--with the following item:

14 4. How much help do you feel you have in carrying out your job?

① Not enough
② Adequate
③ Too much

Responses to this item are given in Table 24.

TABLE 24 TEACHERS' PERCEPTION OF HELP BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Perceptions of Help	English	Other	English	Other
Not Enough	45.2%	36.2%	30.1%	28.9%
Adequate	54.8	63.6	69.9	71.1
Too Much	0	0.2	0	0
Total	100%	100%	100%	100%
N	124	539	83	315

At the senior high school level, English teachers reported with much greater frequency than other teachers that they did not have enough help in carrying out their jobs. In contrast, at the junior high/middle school level, fewer teachers in both groups perceived that the help they received was inadequate. English teachers responses do not differ meaningfully from those of other teachers. The arresting finding is that nearly half of the high school teachers and about a third of the teachers at the middle level reported that they do not feel that they have enough help in carrying out their jobs.

How influential do they believe teachers to be? As a part of the survey, teachers were asked to appraise the amount of influence they perceived teachers to have over thirty-three policy issues. The following are the items to which teachers responded that the teachers at their schools exerted either 1) a lot of influence, 2) some influence, or 3) no influence.

15. The responsibilities that teachers have vary from school to school. Sometimes these responsibilities are small in number, sometimes they are large in number. Below is a list of some of the things about which teachers may help make decisions. Please indicate <u>how much influence</u> the teachers at your school have in decisions made about each of the following:

	A lot of influence	Some influence	No influence
66 Changes in curriculum	4	5	1
67 Instructional methods that are used in classrooms	4	5	1
68 Standards of pupil behavior in their own classrooms	4	5	1
69 Standards of pupil behavior in halls and on playground	4	5	1
70 Daily schedule in their own classroom	4	5	1
71 Daily school schedule for students	4	5	1
72 Special behavior problems with individual pupils	4	5	1
73 Special all school affairs, such as open house, assemblies, etc.	4	5	1
74 Committing the staff to participate in special projects or innovations	4	5	1
75 Community relations policy	4	5	1
76 School publications	4	5	1
77 Unusual problems that affect the whole school	4	5	1
78 Time of staff meetings	4	5	1
79 Content of staff meetings	4	5	1
80 The way in which staff meetings are conducted	4	5	1
81 Arrangements for parent conferences	4	5	1
82 Assignments for teacher duties outside of classrooms (yard duty, etc.)	4	5	1
83 Planning social gatherings of school staff	4	5	1
84 Standards of dress for pupils	4	5	1
85 Standards of dress for staff	4	5	1
86 Assigning pupils to classes	4	5	1
87 Assigning teachers to classes	4	5	1
88 Ways of reporting pupil progress to parents	4	5	1
89 Preparing the school budget	4	5	1
90 Managing the funds available for instructional purposes	4	5	1
91 Selecting volunteer teaching assistants	4	5	1
92 Selecting paid teaching assistants	4	5	1
93 Selecting part-time teachers for the school staff	4	5	1
94 Selecting full-time teachers for the school staff	4	5	1
95 Evaluating the performance of teaching assistants	4	5	1
96 Evaluating the performance of full-time teachers	4	5	1
97 The dismissal and/or transfer of teachers	4	5	1
98 Selecting administrative personnel to be assigned to the school	4	5	1

These items were grouped together using factor analysis techniques.[2]

This grouping resulted in nine scales that form clusters of policy issues.

These nine clusters are given below.

Nine Clusters of Items from the Teacher Influence Scale

Cluster A: Curriculum, Instruction & Pupil Behavior

66. Changes in curriculum
67. Instructional methods that are used in classrooms
68. Standards of pupil behavior in their own classrooms
69. Standards of pupil behavior in halls and on playground
70. Daily schedule in their own classroom
72. Special behavior problems with individual pupils

Cluster B: Extra-Curricular & Community Related Issues & Activities

73. Special all school affairs, such as open house, assemblies, etc.
74. Committing the staff to participate in special projects or innovations
75. Community relations policy
76. School publications
77. Unusual problems that affect the whole school

Cluster C: Procedures & Content of Staff Meetings

78. Time of staff meetings
79. Content of staff meetings
80. The way in which staff meetings are conducted

Cluster D: Communication with Parents

81. Arrangements for parent conferences
88. Ways of reporting pupil progress to parents

Cluster E: Pupil and Staff Dress Codes

84. Standards of dress for pupils
85. Standards of dress for staff

Cluster F: Pupil and Staff Class Assignments

86. Assigning pupils to classes
87. Assigning teachers to classes

Cluster G: Fiscal Management

89. Preparing the school budget
90. Managing the funds available for instructional purposes

Cluster H: Selection and Evaluation of Teaching Assistants

91. Selecting volunteer teaching assistants
92. Selecting paid teaching assistants
95. Evaluating the performance of teaching assistants

Cluster I: Selection and Evaluation of Professional Staff

93. Selecting part-time teachers for the school staff
94. Selecting full-time teachers for the school staff
96. Evaluating the performance of full-time teachers
97. The dismissal and/or transfer of teachers
98. Selecting administrative personnel to be assigned to the school

Responses to each item were given the following values:

3 - a lot of influence

2 - some influence

1 - no influence

The mean responses of the four groups of teachers are displayed in Table 25. Although the responses included three distinct values, mean scores form a continuum which can, in this case, be interpreted by using the following ranges:

Ranges of Mean Scores	Influence
2.50 - 3.00	A lot of influence
2.00 - 2.50	Some influence; closer to a lot than to none
1.50 - 2.00	Some influence; closer to none than to a lot
1.00 - 1.50	No influence

TABLE 25 TEACHER INFLUENCE SUBSCALES BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

Scale	High School Teachers						Middle School Teachers					
	English			Other			English			Other		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Curriculum, Instr., Behavior	2.449	.325	124	2.370	.353	536	2.516	.331	83	2.454	.329	315
Extra Curr. & Comm. Issues	1.664	.392	123	1.721	.427	535	1.877	.495	83	1.880	.399	314
Staff Meetings	1.393	.435	123	1.448	.453	534	1.584	.493	83	1.529	.472	314
Communications w/Parents	2.008	.500	123	2.133	.544	532	2.307	.480	83	2.256	.508	313
Dress Codes	1.577	.551	125	1.593	.549	531	1.756	.589	82	1.755	.581	309
Class Assignments	1.484	.440	122	1.440	.457	529	1.574	.501	81	1.516	.466	314
Fiscal Managements	1.313	.402	123	1.443	.460	533	1.396	.476	82	1.454	.483	312
Teaching Assistants	1.353	.448	124	1.340	.429	531	1.380	.477	83	1.411	.470	313
Professional Staff	1.118	.222	124	1.136	.258	536	1.185	.298	83	1.159	.267	315

T-test were computed for the differences between the mean scores on each subscale of the two groups at each level and the two groups of English teachers. The use of these tests enables us to say that the differences between the two groups are statistically significant. As noted earlier, we do not suggest that these differences, when they appear, are generalizeable beyond our sample of teachers.

For only two of the subscales do significant differences between mean scores occur. Most dramatic are the differences on Subscale A--teachers' perceptions of their influence over issues involving curriculum, instruction and student behavior. Even though the scores for both groups at the high school level fall in the range of "some influence; closer to a lot than none" the mean score for the English teacher group is significantly higher

than for the group of teachers of other subjects ($p < .01$). We can infer then that the English teachers as a group perceived that teachers have more influence over matters of curriculum, instruction and student behavior.

This pattern does not appear at the junior high/middle school level; the mean score difference is not significant for the two groups of teachers.

The other subscale for which teachers perceived significantly different degrees of influence was Cluster D: Communication with Parents. While the means for all four teacher groups fall in the "some influence; closer to a lot than to none" range, on this subscale significant differences occur both between subject groups at the high school level and between English teachers at the two levels. At the high school level, English teachers as a group perceived that teachers have less influence over arrangements for parent conferences and ways of reporting pupil progress than did the group of teachers of other subjects ($p < .01$). This pattern does not appear for junior high/middle school teachers. As a group, English teachers at the high school level perceived that teachers have less influence over these issues than did the English teachers at the junior high/middle school level as well ($p < .001$). (See Tables 26 and 27).

TABLE 26 SUBJECT AREA DIFFERENCES IN PERCEIVED INFLUENCE--SUBSCALES A AND D--HIGH SCHOOL TEACHERS

Scale	English Teacher/ Other Teacher Difference	t	df	sig
A - Curric., Instruc., Student Behavior	.079	2.39	660	.01
D - Communication with Parents	-.125	2.36	655	.01

TABLE 27 HIGH-MID DIFFERENCE IN PERCEIVED INFLUENCE--SUBSCALE D--ENGLISH TEACHERS

Scale	High-Mid Difference	t	df	sig
D - Communication with Parents	-.248	4.32	206	.001

In may be that junior high schools allowed for more teacher influence--or at least the perception of it--because of their smaller sizes or because of their distance from a perceived or real impact of the expectations and standards of colleges on pupil evaluation. It is possible, furthermore, that English teachers feel the demands from higher education institutions more strongly than teachers of other subjects--especially in view of the outcry over student weaknesses in English-and therefore perceive less teacher influence in these matters. These are only guesses, of course, that our data can neither confirm or disconfirm.

On the other influence subscales, English teachers' perceptions were very similar to the other groups of teachers and can be summarized as follows:

As a group, English teachers perceived that they have:

- no influence over policies regarding 1) staff meetings, 2) fiscal management, 3) selection and evaluation of teaching assistance, or 4) selection and evaluation of professional staff

- some influence but closer to none than a lot over 1) extra-curricular and community related issues and activities, 2) pupil and staff dress codes, and 3) class assignments

The most noticeable finding, however, is that <u>on no set of issues</u> did English teachers perceive they have a lot of influence.[3]

Potential sources of dissatisfaction. We were interested in finding areas which might be sources of teacher discontent. The following item was used to elicit information about which aspects of their work teachers may not be satisfied.

18. Hypothetically, which one of the following reasons would most likely cause you to leave your present position? (Mark only one)

① More money
② Severe staff conflict
③ Higher status job
④ Inadequate physical plant and materials
⑤ Personal conflict with the administration
⑥ Personal frustration or lack of satisfaction with my own job performance
⑦ Difficult student population (or the characteristics of the student population)

The percentages of responses to each of the reasons in the item, displayed in Table 28, show that teachers in all four groups tended to respond similarly. There are, nevertheless, some noteworthy differences in the responses of the high school English teachers when they are compared to the other three groups.

TABLE 28 REASONS MOST LIKELY TO CAUSE TEACHERS TO LEAVE PRESENT POSITION BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Reasons	English	Other	English	Other
More Money	15.4%	23.1%	25.9%	24.8%
Staff Conflict	6.5	4.5	4.9	3.6
Higher Status Job	13.8	18.0	12.3	13.7
Inadequate Phys. Plant	2.4	5.9	4.9	2.9
Conflict with Adminis.	5.7	7.2	3.7	7.2
Personal Frustration	43.1	30.1	34.6	33.3
Student Characteristics	13.0	11.2	13.6	14.4
Total	100%	100%	100%	100%
N	123	528	81	306

English teachers at the senior high level more frequently cited personal frustration and less frequently selected more money than any of the other three groups as a source of dissatisfaction with their present job. Moreover, high school English teachers indicated that status would be a potential reason for leaving less often than the other group of high school teachers.

For English teachers at both levels personal frustration or lack of satisfaction with their job performance was selected most often. These data may provide us with some adidtional evidence to support our hunch that English teachers--in this case especially at the high school level--are more focused on the intrinsic aspects of teaching rather than aspects of the work extrinsic to teaching itself.

Taken together the variables considered so far in this section provide some additional information about our English teachers. While, as we discovered in Section I of this chapter, English teachers seem to be more satisfied with their career choices than other teachers, in their present positions the English teachers in our sample had some complaints. They often judge the help they receive generally and that from resource personnel specifically as inadequate or of little or no value. They perceive themselves to have little or no control over school policies. When it comes, however, to factors which might cause them to quit, they do not cite conflicts with administrators--who, it would seem, have some control over help give to teachers and teachers' participation in policy making--but cite their own frustrations or sense of inadequacy. It would seem, then, that their frustration with their own job performance is the greatest cause of English teacher dissatisfaction. It would be of great interest to relate responses on the measures of satisfaction we have considered to

the factors which would be most likely to cause them to quit their jobs. Also it would be interesting to discover if these responses are more characteristic of female teachers who may have been socialized to focus more on the intrinsic and personal aspects of work rather than the externals--money, status, and power among other things.

As professionals outside their schools. Teachers function as professionals outside their schools as members of professional organizations and as readers of professional literature. As an examination of Table 29 reveals, except for the comparatively large percentage of junior high/middle school teachers who belong to no professional organizations, there are no substantial differences in the distribution of organization memberships among the two groups of teachers at each level.

TABLE 29 TEACHERS' MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Number of Memberships	English	Other	English	Other
1) None	10.4%	10.8%	22.9%	15.4%
2) 1	12.0	16.6	13.3	19.0
3) 2	15.2	16.6	15.7	16.7
4) 3	36.0	24.4	26.5	25.1
5) 4	13.6	15.5	15.7	13.8
6) 5+	12.8	17.9	6.0	10.0
Total	100%	100%	100%	100%
N	125	535	83	311
Median	2.8	2.8	2.4	2.4

Like the group of other teachers, most English teachers participate in professional organizations, 62.4% of them at the high school level and 48.9% at the junior high/middle school level belonging to three or more.

On the other hand, English teachers at both levels reported that they read more articles, books, and reports in education during the previous year than did the groups of other teachers (See Table 30).

TABLE 30 NUMBER OF ARTICLES, BOOKS, AND REPORTS READ BY TEACHERS DURING THE YEAR PRIOR TO THE STUDY

	High School Teachers		Middle School Teachers	
Number of Readings	English	Other	English	Other
1) None	0.8%	4.6%	1.2%	2.9%
2) 1	1.6	2.8	0	2.5
3) 2	3.2	5.2	6.0	5.7
4) 3	4.8	6.3	1.2	8.6
5) 4	5.6	5.8	7.2	7.0
6) 5	8.1	8.9	8.4	12.4
7) 6	4.0	3.5	7.2	5.4
8) 7	1.6	2.4	0	2.5
9) 8	1.6	1.7	2.4	1.3
10) 9+	68.5	58.7	66.3	51.7
Total	100%	100%	100%	100%
N	124	538	83	315

Most teachers in all four groups reported that they read nine or more professional publications. Nonetheless, English teachers in noticeably greater proportions indicated that they did this amount of professional reading.

Additionally, while most teachers said that their professional reading gave them "some" or "a lot" of help in their professional development, English teachers responded in these ways more frequently than teachers in the other groups (See Table 31).

TABLE 31 HELPFULNESS OF PROFESSIONAL READING TO TEACHERS

	High School Teachers		Middle School Teachers	
Helpfulness of Reading	English	Other	English	Other
None	2.4%	3.5%	3.6%	2.9%
Very Little	14.4	18.0	12.0	22.6
Some	54.4	55.1	61.4	56.4
A Lot	28.8	23.2	22.9	18.2
Total	100%	100%	100%	100%
N	125	538	83	314

Looking at these data together we can speculate that English teachers, like other teachers, participate in a number of professional organizations--most of them 3 or more. However, English teachers at both levels do more professional reading and more of them find it useful in their professional development than other teachers. Again we see the pattern of English teachers more involved with educational processes--seen here as a greater emphasis on professional development through reading.

Summary - A Professional Profile. Like most of the teachers in our sample, English teachers at both levels usually worked alone in the classroom, although more junior high than high school English teachers had aides. My guess is that these were reading teachers for the most part. Additionally, even though the percentages are small, more junior high/middle school teachers were involved in team teaching. Generally, English teaching situations were more varied at the middle school level--perhaps due to a less tradition-bound curricula.

While large percentages of English teachers, like others, reported that they have help in the form of outside resources available to them much smaller percentages reported they made use of this help. This may be due to their perception that the available help is inadequate or of little or no value.

Smaller percentages of English teachers at the senior high level and larger percentages at the junior high level indicate that they can arrange for release time for preparation or other professional activities than do the groups of teachers of other subjects. Similarly, comparatively fewer high school English teachers and comparatively greater numbers of middle level English teachers reported observing instruction in other classrooms than other teachers. At both levels, however, less than half of the English teachers observed others. Be that as it may, more than three-fourths of the English teachers at each level said they would like more opportunities to observe. We might speculate from this that English teachers perceive observation as a valuable professional activity.

On a general level, nearly half of the English teachers at the high school level and about a third at the middle level reported that they do not have enough help in carrying out their jobs. The majority at both levels feel that teachers have little or no influence over school policy issues. Even so, English teachers most frequently cited personal frustration or lack of satisfaction with their own job performance as the reason which would be most likely to cause them to leave their present position. Importantly, substantially smaller percentages of high school English teachers than others selected money or a higher status job as reasons which might cause them to leave their present positions. English teachers at both levels held memberships in a number of professional organizations--nearly half of them belonging to three or more. Comparatively more English teachers reported higher levels of professional reading than other teachers. Greater percentages of them perceived this reading to be of help in their professional development as well.

In our data about English teachers as professionals we gain some additional evidence to support the speculation that they more than other teachers may be oriented toward the educational process, the "intrinsic" aspects of their work, rather than features of their jobs other than teaching. We see this at the junior high level in the greater proportion of English teachers who would like opportunities to observe other classrooms. At both levels we can infer this from the greater percentages of English teachers who reported personal frustration or lack of satisfaction with their job performance. At the high school level the finding that considerably smaller percentages of English teachers would quit because of money or status also lends support to this view. At both levels, too, we can speculate that the higher level of professional reading and a more frequent reporting of its usefulness stems from this more "educational" focus as well. It appears more and more likely that English teachers take their teaching more seriously and are more involved in it than other subject area teachers, at least when they are considered together as a group.

SECTION IV - VIEWS ON SELECTED EDUCATIONAL TOPICS

A large proportion of the items on the teacher questionnaire inquired about teachers views of selected educational issues. These issues ranged from very specific aspects of their work, such as the use of behavioral objectives, to very general attitudes, such as which educational functions should be emphasized at schools. In this section we will look to see in what ways these educational opinions and beliefs of English teachers may differ from those of other teachers.

To do this we will explore the responses of the four groups of teachers on the following: 1) their opinions about the use of behavioral objectives; 2) their educational beliefs about a) discipline and control, b) emphasizing the basics, c) teacher concern, and d) student participation; 3) their views about some current academic issues; 4) their perceptions of school problems; and 5) their attitudes toward the importance of various schooling functions. These data should provide us with some insight about how English teachers view education and may add to our growing impression of how they may differ from other teachers.

Behavioral Objectives. Because they have been widely heralded as an asset to instruction, we were interested in ascertaining teachers' views on behavioral objectives. Teachers were asked to report their strength of argument or disagreement with the following series of statements concerning them:

	How much do you agree or disagree with each of the following statements about behaviorally stated instructional objectives?	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
D-12	Objectives should not be determined in advance	O	O	O	O
D-13	They assist me in evaluating student progress	O	O	O	O
D-14	They are difficult to use	O	O	O	O
D-15	They are built into the instructional program I use	O	O	O	O
D-16	They don't reflect what I'm trying to do	O	O	O	O
D-17	They take too much time to prepare	O	O	O	O
D-18	They assist students in knowing what is expected of them	O	O	O	O
D-19	They are too hard to write	O	O	O	O
D-20	They are too simplistic to be of value	O	O	O	O
D-21	They help me know what and how to teach	O	O	O	O
D-22	They are more appropriate for some subjects than others	O	O	O	O
D-23	They help me evaluate my own teaching	O	O	O	O
D-24	They can be used by others to evaluate me unfairly	O	O	O	O
D-25	Keeping records of student attainment is too time consuming	O	O	O	O

From the analysis of responses over all teachers, it appears that teachers across levels of schooling and subject areas hold generally favorable opinions about the usefulness of behavioral objectives.

This overall analysis, however, may mask real differences in the views of teachers in different subject areas and within the same subject, but teaching at different levels.

Table 32 shows the mean responses of the four groups of secondary teachers to the statements about behavioral objectives. Level of agreement or disagreement with each item was measured on a four-point scale. Although this scale included four discrete response values, mean scores for groups on each item were computed. The following ranges help in the understanding of these mean scores:

Ranges of Mean Scores	Stength of Agreement
3.50 - 4.00	Strong Agreement
3.00 - 3.49	Mild Agreement (tends toward strong)
2.50 - 2.99	Mild Agreement (tends toward neutrality)
2.00 - 2.49	Mild Disagreement (tends toward neutrality)
1.50 - 1.99	Mild Disagreement (tends toward strong)
1.00 - 1.49	Strong Disagreement

TABLE 32 TEACHERS REPONSES TO STATEMENTS ABOUT BEHAVIOR OBJECTIVES - MEAN LEVELS OF AGREEMENT

Items	High School Teachers						Middle School Teachers					
	English			Other			English			Other		
	$\bar{X}$	S	N	$\bar{X}$	S	N	$\bar{X}$	S	N	$\bar{X}$	S	N
D-12	1.750	.951	124	1.861	1.039	531	1.805	1.012	82	1.869	.995	314
D-13	3.073	.789	124	3.180	.732	532	3.329	649	82	3.163	.745	312
D-14	2.585	.958	123	2.341	.902	525	2.085	.905	82	2.327	.887	312
D-15	2.967	.885	123	3.032	.908	530	3.160	.915	81	3.054	.844	313
D-16	2.163	.978	123	1.843	.848	529	1.720	.758	82	1.936	.830	313
D-17	2.659	1.031	123	2.510	.925	529	2.329	.944	82	2.476	.926	311
D-18	3.187	.772	123	3.242	.796	530	3.341	.805	82	3.138	.804	312
D-19	2.285	.892	123	2.243	.897	526	2.000	.894	81	2.242	.933	310
D-20	2.090	.918	122	1.920	.827	525	1.792	.833	77	1.936	.791	312
D-21	2.852	.840	122	2.996	.852	527	3.000	.861	82	2.920	.821	311
D-22	3.114	.958	123	2.947	1.003	528	2.549	1.079	82	2.965	.990	312
D-23	3.033	.905	123	3.065	.833	525	3.146	.833	82	3.038	.772	312
D-24	2.459	.972	122	2.205	.921	523	2.122	1.047	82	2.323	.945	313
D-25	2.325	.936	123	2.241	.934	527	2.146	.995	82	2.300	.960	313

As in earlier analyses, t tests were computed for pairs of scores to determine whether the views of English teachers at the two levels differed significantly and whether the views of English teachers differed from the views of the group of teachers of other subjects at each level.

For two of the statements, English teachers views do not differ significantly at the two levels, nor do they differ from the groups of teachers of other subjects. All four groups of teachers mildly disagreed with the statements:

"Objectives should not be determined in advance"

and

"Keeping records of student attainment is too time consuming"

Additionally, all four groups of teachers mildly agreed with each of the following statements:

"They are built into the instructional program I use"

"They assist students in knowing what is expected of them"

"They help me know what and how to teach"

"They help me evaluate my own teaching"

On four of the statements English teachers at the two levels differ significantly in their strength of agreement or disagreement, but do not differ significantly from the group of other teachers at the same level. High school English teachers more strongly agreed with the following statement than did junior high school English teachers:

D-17 "They take too much time to prepare" ($p < .05$)

and less strongly disagreed with the following two statements.

D-24 "They can be used by others to evaluate me unfairly" ($p < .05$) and

D-20 "They are too simplistic to be of value" ($p < .05$).

Junior high school English teachers more strongly agreed with the following statement than did English teachers at the high school level:

D-13 "They assist me in evaluating student progress" ($p < .05$).

TABLE 33 HIGH-MID LEVEL DIFFERENCES IN STRENGTH OF AGREEMENT OR DISAGREEMENT--ITEMS 17, 24, 20, AND 13--ENGLISH TEACHERS

Item #	High-Mid Difference	t	df	sig
D-17	+.330	2.32	205	.05
D-24	+.298	2.31	199	.05
D-20	+.337	2.34	204	.05
D-13	-.256	2.45	206	.05

On two items English teachers at the two levels not only differ with each other but differ from the group of other teachers at their level. English teachers at the high school level tended to agree that:

D-14 "They are difficult to use" ($p < .001$).

while teachers of other subjects at the high school level and middle level English teachers tended to disagree. Additionally, high school teachers disagreed less strongly than these groups that:

D-16 "They don't reflect what I'm trying to do" ($p < .001$).

To both of these statements, junior high school English teachers reported lower levels of agreement than did any of the other three groups of teachers.

TABLE 34 LEVEL DIFFERENCES IN STRENGTH OF AGREEMENT OR DISAGREEMENT--ITEMS 14 AND 16--ENGLISH TEACHERS

Item #	High-Mid Difference	t	df	sig
D-14	+.50	3.72	205	.001
D-16	+.443	3.47	205	.001

TABLE 35 SUBJECT AREA DIFFERENCES IN STRENGTH OF AGREEMENT OR DISAGREEMENT—ITEMS 14 AND 16--HIGH SCHOOL TEACHERS

Item #	English Teachers/ Other Teachers Difference	t	df	sig
D-14	+.244	2.97	648	.01
D-16	+.320	3.67	652	.001

TABLE 36 SUBJECT AREA DIFFERENCES IN STRENGTH OF AGREEMENT OR DISAGREEMENT--ITEMS 14 AND 16--MID LEVEL TEACHERS

Item #	English Teachers/ Other Teachers Difference	t	df	sig
D-14	-.242	2.20	394	.05
D-16	-.216	2.14	395	.05

For two of the statements junior high school English teachers' responses are distinctly different from those of high school English teachers and the group of other junior high school teachers who reported approximately the same level of agreements. English teachers at the middle level disagreed more strongly that:

D-19 "They are too hard to write"

and agreed less strongly that:

D-22 "They are more appropriate for some subjects than others"

TABLE 37 HIGH-MID LEVEL DIFFERENCES IN STRENGTH OF AGREEMENT OR DISAGREEMENT--ITEMS 19 AND 22--ENGLISH TEACHERS

Item #	High-Mid Difference	t	df	sig
D-19	+.285	2.23	204	.05
D-22	+.565	3.93	205	.001

TABLE 38 SUBJECT AREA DIFFERENCES IN STRENGTH OF AGREEMENT OR DISAGREEMENT--ITEMS 19 AND 22--MID LEVEL TEACHERS

Item #	Other Teachers Differences	t	df	sig
D-19	-.242	2.10	391	.05
D-22	-.416	3.33	394	.01

In summary, it appears that all of the sampled teachers held generally favorable views toward behavioral objectives. High school teachers, however, reported less positive views about them than junior high school teachers, agreeing more strongly that behavioral objectives take too much time, can be used for unfair evaluations, and are too simplistic. High school teachers disagreed more strongly that they assist in the evaluation of student progress. English teachers at the high school level were even more negative, reporting the highest level of agreement of any of the four groups of teachers with the statement that behavioral objectives are difficult to use; they disagreed least that behavioral objectives don't reflect what they are trying to do. On the other hand, junior high school English teachers seem to be the group of teachers most favorably disposed toward behavioral objectives. These middle level English teachers agreed the least that behavioral objectives are difficult to use; don't reflect what they are doing, and are more appropriate for some subjects than others. Additionally, junior high

school English teachers disagreed most strongly that behavioral objectives are too hard to write.

What could account for these differences? Perhaps there are content differences in English classes at the two levels which would influence teachers attitudes toward behavioral objectives. This might be the case if junior high classes center around basic skills and more concrete information, while senior high courses deal more with higher level skills and abstractions. If we find this to be the case in our analysis of the content of English classes, we might speculate that senior high English teachers might perceive behavioral objectives to be less useful for this reason. Another clue might reside in what appears to be the slightly different perspectives of the two groups of English teachers reflected in their educational backgrounds and professional training. With their more extensive preparation in the field of education, junior high/middle school English teachers may be more receptive to developments in educational technology than are senior high teachers. Furthermore, since there is a larger proportion of older and more experienced teachers at the high school level, we might speculate that the use of behavioral objectives was not a part of many high school English teachers' training. Many of these teachers have conducted most of their teaching without behavioral objectives. Both of these factors could be sources of resistance. At any rate, the relationships of class content, educational background and professional training, age, and years of experience with teachers' views about behavioral objectives merit further exploration.

Educational beliefs. Teachers were asked to respond to the following twenty-one statements of educational beliefs by indicating the extent to which they agreed or disagreed with each statement.

2. Please indicate the extent to which you agree or disagree with each of the following statements. (Mark only one circle for each statement)

	Strongly Agree	Moderately Agree	Mildly Agree	Mildly Disagree	Moderately Disagree	Strongly Disagree
1. Good teacher-student relations are enhanced when it is clear that the teacher, not the students, is in charge of classroom activities	O	O	O	O	O	O
2. As long as they have control over teaching in their own classrooms, it is not necessary for teachers to have a voice in school administrative affairs	O	O	O	O	O	O
3. The learning of basic facts is less important in schooling than acquiring the ability to synthesize facts and ideas into a broader perspective	O	O	O	O	O	O
4. Learning is enhanced when teachers praise generously the accomplishments of individual students	O	O	O	O	O	O
5. There is too great an emphasis on keeping order in most classrooms	O	O	O	O	O	O
6. Learning is essentially a process of increasing one's store of information about the various basic fields of knowledge	O	O	O	O	O	O
7. The best learning atmosphere is created when the teacher takes an active interest in the problems and affairs of students	O	O	O	O	O	O
8. An orderly classroom is the major prerequisite to effective learning	O	O	O	O	O	O
9. Effective learning depends primarily upon the use of adequate instructional techniques and resources	O	O	O	O	O	O
10. Student initiation and participation in planning classroom activities are essential to the maintenance of an effective classroom atmosphere	O	O	O	O	O	O
11. Students must be kept busy or they soon get into trouble	O	O	O	O	O	O
12. When students are allowed to participate in the choice of activities, discipline problems are generally averted	O	O	O	O	O	O
13. When given a choice of activities, most students select what is best for them	O	O	O	O	O	O
14. In planning their work, teachers should rely heavily on the knowledge and skills students have acquired outside the classroom	O	O	O	O	O	O
15. Student motivation is greatest when students can gauge their own progress rather than depending on regular evaluation by the teacher	O	O	O	O	O	O
16. Students need and should have more supervision than they usually get	O	O	O	O	O	O
17. Before students are encouraged to exercise independent thought they should be thoroughly grounded in facts and knowledge about basic subjects	O	O	O	O	O	O
18. In the interest of good discipline, students who repeatedly disrupt the class must be firmly punished	O	O	O	O	O	O
19. The teaching of basic skills and subject matter is the most important function of the school	O	O	O	O	O	O
20. Proper control of a class is amply demonstrated when the students work quietly while the teacher is out of the room	O	O	O	O	O	O
21. Students are motivated to do better work when they feel free to move around the room while class is in session	O	O	O	O	O	O

For each statement, teachers checked one of six response options, which have been coded to form the following scale:

Response Options	Coded Values
Strongly Agree	6
Moderately Agree	5
Mildly Agree	4
Mildly Disagree	3
Moderately Disagree	2
Strongly Disagree	1

To begin to understand the educational orientations of teachers in a comprehensive way, it is necessary to look for patterns in their responses to statements that are conceptually related. To accomplish this, four subscales were derived that are substantively cohesive and statistically related.[5] The four subscales are:

Subscale A: Teacher Discipline and Control

1. Good teacher-student relations are enhanced when it is clear that the teacher, not the students, is in charge of classroom activities.
5. There is too great an emphasis on keeping order in most classrooms.
8. An orderly classroom is the major prerequisite to effective learning.
11. Students must be kept busy or they soon get into trouble.
16. Students need and should have more supervision than they usually get.
18. In the interest of good discipline, students who repeatedly disrupt the class must be firmly punished.
20. Proper control of a class is amply demonstrated when the students work quietly while the teacher is out of the room.

Subscale B: Basic Subjects and Skills Emphasis

6. Learning is essentially a process of increasing one's store of information about the various basic fields of knowledge.
17. Before students are encouraged to exercise independent thoughts, they should be thoroughly grounded in facts and knowledge on basic subjects.
19. The teaching of basic skills and subject matter is the most important function of the school.

Subscale C: Concern for Students

4. Learning is enhanced when teachers praise generously the accomplishments of individual students.
7. The best learning atmosphere is created when the teacher takes an active interest in the problems and affairs of students.

Subscale D: Student Participation

10. Student initiation and participation in planning classroom activities are essential to the maintenance of an effective classroom atmosphere.
12. When students are allowed to participate in the choice of activities, discipline problems are generally averted.
13. When given a choice of activities, most students select what is best for them.
15. Student motivation is greatest when students can gauge their own progress rather than depending on regular evaluation by the teacher.
21. Students are motivated to do better work when they feel free to move around the room while class is in session.

Table 39 presents the mean responses of the four groups of teachers on the four Educational Beliefs subscales.*

Although the teachers selected one of six discrete response options for each item, mean scores forming a continuum can be interpreted in terms of the following ranges:

Ranges of Mean Scores	Strength of Agreement
5.50 - 6.00	Strongly Agree
5.00 - 5.49	Moderately Agree (tends toward Strongly Agree)
4.50 - 5.99	Moderately Agree (tends toward Mildly Agree)
4.00 - 4.49	Mildly Agree (tends toward Moderately Agree)
3.50 - 4.99	Mildly Agree (tends toward neutrality)
3.00 - 3.49	Mildly Disagree (tends toward neutrality)
2.50 - 3.99	Mildly Disagree (tends toward Moderately Disagree)
2.00 - 2.49	Moderately Disagree (tends toward Mildly Disagree)
1.50 - 2.99	Moderately Disagree (tends toward Strongly Disagree)
1.00 - 1.49	Strongly Disagree

TABLE 39 TEACHERS' EDUCATIONAL BELIEF SUBSCALE SCORES BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers						Middle School Teachers					
Scales	English			Other			English			Other		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Control	4.229	.869	(123)	4.417	.800	(539)	4.426	.749	(81)	4.634	.694	(311)
Basics	3.894	1.148	(123)	4.173	1.067	(539)	4.040	1.161	(80)	4.175	.990	(311)
Concern	5.215	.782	(123)	5.173	.789	(539)	5.321	.823	(81)	5.207	.774	(311)
Participation	3.734	.888	(123)	3.861	.854	(539)	3.883	.857	(81)	3.711	.893	(311)

T tests were computed for the differences between means on each subscale for the two groups of teachers at each level and for the two groups of English teachers. As with the teacher influence and behavioral objectives items discussed earlier, significant differences are useful here only to differentiate between our four groups. No generalization of these findings beyond our sample are intended. The significant differences between groups are displayed in Tables 40 and 41.

TABLE 40 SUBJECT AREA DIFFERENCES IN TEACHER EDUCATIONAL BELIEFS--SUBSCALES A & B--HIGH SCHOOL TEACHERS

Scale	English Teachers/ Other Teachers Difference	t	df	sig
A - Control	-.188	2.32	662	.01
B - Basics	-.279	2.59	662	.001

TABLE 41 SUBJECT AREA DIFFERENCE IN TEACHER EDUCATIONAL BELIEFS--SUBSCALE A--MIDDLE SCHOOL TEACHERS

Scale	English Teachers/ Other Teachers Difference	t	df	sig
A - Control	-.208	2.37	393	.01

While all of the teachers groups indicated, on the average, mild to moderate agreement with the Teacher Discipline and Control (Subscale A) statements, significant differences exist between the two groups of teachers at each level. English teachers at both levels agreed less strongly with the statements than did the other groups of teachers.

A different pattern is found when we look at the scores on Subscale B, Basic Subjects and Skills Emphasis. Although all four groups expressed mild agreement with this set of items, significant differences

emerge between the two groups of teachers at the high school level. English teachers at the high school level agreed less strongly than the group of other teachers on these items.

There were no statistically significant differences between mean scores of the groups on Subscales C--Concern for Students--or Subscale D--Student Participation. All four groups indicated a high level of agreement with Subscale C and a mild level of agreement with Subscale D.

While the teachers tended to agree with all of the clusters of items, the variability in these scores should be noted. Some teachers in each group expressed disagreement, on the average, with each of the subscales. By separating out the teachers with mean scores below 3.50 we can compare the percentages of teachers in each group who tended to disagree with the statements in each subscale. These percentages are shown in Table 42.

TABLE 42 PERCENTAGES OF TEACHERS DISAGREEING WITH EDUCATIONAL BELIEFS SUBSCALES BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Scale	English	Other	English	Other
Teacher Control	21.1%	12.0%	12.3%	6.1%
Basics Emphasis	33.3	24.2	28.7	24.8
Teacher Concern	2.4	0.9	2.5	2.0
Student Participation	40.7	33.5	33.3	37.3

We can see here that in addition to overall lower levels of agreement larger percentages of English teachers than others disagreed with the clusters of items relating to teacher control and on emphasis on the basics. Similar percentages in all groups disagreed with the teacher

concern items and substantially more English teachers at the high school level only disagreed with the student participation items.

What conclusions can we draw from these data? We can certainly infer that our group of English teachers relative to the others were less supportive of strong teacher control and an emphasis on basic skills. Because of this we might speculate that English teachers tend to be relatively less traditional than other teachers. When we think back to our demographic profile of this group--older, white, females--this suggestion might be surprising. Additionally, it may not fit the traditional picture of English classes--the most basic of the subject areas taught in a no-nonsense academic way. It will be fascinating to keep in mind the differences in the responses of English teachers to these educational beliefs statements as we explore the data about how English/language arts classes are taught.

Academic issues. Teachers also reported the extent to which they agreed or disagreed with a series of statements about their schools and educational issues. Six of these statements which seem to revolve around academic issues were selected for comparing the views of English teachers with those of teachers of other subjects. I suspected that English teachers, because of the highly academic orientation of their subject area, might feel differently about these issues than the other teachers. The following were the items chosen:

N-20 Many students at this school don't care about learning.

N-23 Too many students are allowed to graduate from this school without learning very much.

N-30 Students are graded too hard at this school.

N-36 All high school students should be required to pass a standard examination to get a high school diploma.

N-42 Students should be able to leave school as early as age fourteen if they can pass a standard examination.

N-43 Students are graded to easy at this school.

For each statement, teachers indicated which of four response options most accurately reflected their views--strongly agree, mildly agree, mildly disagree, or strongly disagree. These responses were coded on a 4 point scale with strongly agree coded as 4.

In Table 43 the mean responses of the teachers to these items are given. These means can be interpreted by using the following ranges:

Ranges of Mean Scores	Strength of Agreement
3.50 - 4.00	Strongly Agree
3.00 - 3.49	Mildly Agree - Tends Toward Strongly Agree
2.50 - 3.99	Mildly Agree - Tends Toward Neutrality
2.00 - 2.49	Mildly Disagree - Tends Toward Neutrality
1.50 - 1.99	Mildly Disagree - Tends Toward Strongly Disagree
1.00 - 1.49	Strongly Disagree

TABLE 43 TEACHERS AGREEMENT WITH STATEMENTS ABOUT ACADEMIC ISSUES BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

Items	High School Teachers						Middle School Teachers					
	English			Other			English			Other		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N
N-20	2.952	.882	(124)	3.015	.897	(535)	2.976	.968	(82)	3.010	.888	(312)
N-23	3.097	.895	(124)	3.039	.892	(534)	2.671	1.019	(82)	2.817	.910	(311)
N-30	1.532	.548	(124)	1.634	.609	(536)	1.556	.612	(81)	1.643	.615	(311)
N-36	3.177	.920	(124)	3.107	.933	(535)	3.244	.937	(82)	3.223	.875	(309)
N-42	2.218	1.064	(124)	2.067	1.079	(535)	2.207	1.063	(82)	2.156	1.039	(307)
N-43	2.798	.910	(124)	2.843	.914	(534)	2.462	.967	(80)	2.647	.905	(306)

Again, t tests were computed for pairs of scores to determine whether the responses of English teachers at the two levels differ significantly and whether the views of English teachers differ from those of the group of teachers of other subjects at each level.

On four of the items the views of the four groups of teachers do not differ significantly. English teachers at both secondary levels reported the same strength of agreement as did their colleagues in other subject fields with the following statements:

N-36 All high school students should be required to pass a standard examination to get a high school diploma (all groups reported fairly strong agreement).

N-20 Many students at this school don't care about learning (all groups mildly agreed).

N-42 Students should be able to leave school as early as age fourteen if they can pass a standard examination (all groups mildly disagreed).

N-30 Students are graded too hard at this school (all groups disagreed).

On two of the statements, English teachers at the two levels differ in their agreement, although each group of English teachers does not differ significantly in their responses from the group of other teachers at their level. English teachers at both levels mildly agreed that "Too many students are allowed to graduate from this school without learning very much." High school English teachers, however, had a significantly stronger level of agreement than junior high/middle school English teachers.

This same pattern is found in the analysis of the differences between mean scores for Item N-43 "Students are graded to easy at this school." English teachers at the high school level show much stronger

agreement with this statement than at the junior high level. While senior high teachers tended to mildly agree, the junior high teachers tended to mildly disagree (See Table 44).

TABLE 44 HIGH-MID LEVEL DIFFERENCES IN STRENGTH OF AGREEMENT OR DISAGREEMENT--ITEMS 23 AND 43--ENGLISH TEACHERS

Item #	High-Mid Difference	t	df	sig
N-23	.426	3.17	205	.001
N-43	.366	2.51	204	.01

As with the educational beliefs items, the considerable variability in the responses of all four groups to these statements makes it interesting to look at the percentages of each group that agreed or disagreed --to any degree--with each of them. These percentages are presented in Table 2-45.

TABLE 45 PERCENTAGES OF TEACHERS AGREEING OR DISAGREEING WITH STATEMENTS ABOUT ACADEMIC ISSUES BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers						Middle School Teachers					
Item	English			Other			English			Other		
	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree	N	Agree	Disagree	N
N-20	68.6%	31.4%	(124)	73.5%	26.5%	(535)	67.1%	32.9%	(82)	74.7%	23.3%	(312)
N-23	77.4	22.6	(124)	74.5	25.5	(534)	56.1	43.9	(82)	65.3	34.7	(311)
N-30	2.4	97.6	(124)	5.1	94.9	(535)	3.7	96.3	(81)	5.5	94.5	(311)
N-36	81.4	18.6	(124)	78.1	21.9	(535)	80.5	19.5	(82)	80.2	19.8	(309)
N-42	40.3	59.7	(124)	34.8	65.2	(535)	39.1	60.9	(82)	34.9	65.1	(307)
N-43	66.1	33.9	(124)	65.8	34.2	(534)	45.1	54.9	(80)	56.7	43.8	(306)

Viewed this way, only two of the items appear to have the same pattern of responses in each group; nearly all of the teachers in every group disagreed that students are graded too hard and approximately 80% of each group agreed that a standard examination should be required for a high school diploma. On two of the items, the two groups of English teachers responded similarly to other teachers at their level, but differed with each other. Considerably higher percentages of high school English teachers agreed that students are allowed to graduate without learning too much and that students are graded too easily. Junior high English teachers were less likely than any other group to agree with the latter.

On two items the responses of the two groups of English teachers are similar to each other, but are somewhat different from the responses of other teachers. English teachers were more likely to agree that students should be able to leave school at fourteen upon passage of a standard exam and less likely to agree that students don't care about learning.

These data can lead us to two interesting conjectures, both of which might be unexpected. First, English teachers--who are sometimes thought of as the upholders of the academic tradition--do not seem to hold views on current academic issues that are much different from other teachers. And second, where differences do occur, English teachers--especially at the junior high/middle school level--seem to be less conservative or less traditional on these issues. While this is consistent with our findings in the area of educational beliefs, it may clash with our conventional ideas about English teachers.

The findings in both the educational beliefs areas and with regard to these academic issues become especially fascinating when placed beside our growing impression about the more serious or extensive involvement of English teachers in teaching. Could it be that teachers who are more focused on the educational process are more likely to reject traditional answers to educational problems, e.g., strong teacher control or emphasis on basic skills--or simplistic explanations, e.g., too many students don't care about learning. We certainly should look for relationships between these "non-traditional" views and other teacher characteristics to see if this pattern emerges.

What they see as school problems. We asked teachers to select from a list of problems the one they believed to be the biggest problem at their schools. In Table 46 the percentages of teachers selecting the various problems are reported.

TABLE 46 TEACHERS' PERCEPTIONS OF THE ONE BIGGEST PROBLEM AT THEIR SCHOOLS BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Problem	English	Other	English	Other
Student Misbehavior	3.5%	10.6%	13.2%	25.0%
Poor Curriculum	2.7	1.6	2.6	1.8
Prejudice/Racial Conflict	-	0.2	-	0.7
Drug/Alcohol Use	1.8	4.5	2.6	3.2
Poor Teachers/Teaching	2.7	3.5	2.6	-
School Too Large/Classes Overcrowded	16.8	8.8	11.8	15.7
Teachers Don't Discipline	1.8	2.7	-	2.1
Busing For Integration	-	0.2	1.3	1.4
Inadequate Resources	6.2	9.0	3.9	6.1
Administration	8.0	9.2	3.9	5.4
Lack of Student Interest	28.3	22.9	25.0	18.9
Policies and Regulations	0.9	3.1	6.6	3.2
Desegregation	-	-	-	0.4
Lack of Parent Interest	8.8	7.8	9.2	8.2
School/Community Relations	0.9	1.0	-	1.1
Student Language Problems	8.8	5.7	6.6	2.9
School Organization	2.7	2.4	2.6	1.8
Staff Relations	1.8	2.4	2.6	1.1
Standards for Graduation	4.4	4.5	5.3	1.1
Total	100%	100%	100%	100%
N	113	490	76	280

The thought-provoking findings which emerge from these data lie in the differences in the responses of the four groups of teachers. While most of the problems listed were selected by a similar proportion of each group of teachers, three of the problems elicited quite different responses from the teachers. For example, nearly twice as many English teachers as other teachers at the high schools selected "school too large/ classes are overcrowded" as the biggest problem at their schools. This pattern is not found at the junior highs.

Two sets of responses, however, stand out as indicators of meaningful differences between English and other teachers at both levels. If we look at the percentages that selected "student misbehavior" and "lack of student interest" we see remarkable differences between the two subject groups. While English teachers were considerably more likely to select "lack of student interest" than the other teachers, they were far less likely to select "student misbehavior." Although these two problems seem very similar, they may reflect very different perspectives on the part of teachers. "Student interest" might be considered an <u>educational</u> problem. "Misbehavior" on the other hand seems much more a <u>management</u> problem. Selection of one rather than the other may reflect a considerably different attitude toward dealing with students. As we noted before, English teachers appeared to be less traditional in their educational beliefs and slightly less conservative on academic issues. Here again, it seems that far fewer English teachers are concerned with misbehavior and discipline--problems which might reflect a traditional or simplistic view of teacher-student relationships.

Functions of schooling. Finally, we will examine how teachers responded to several items regarding four functions of schooling:

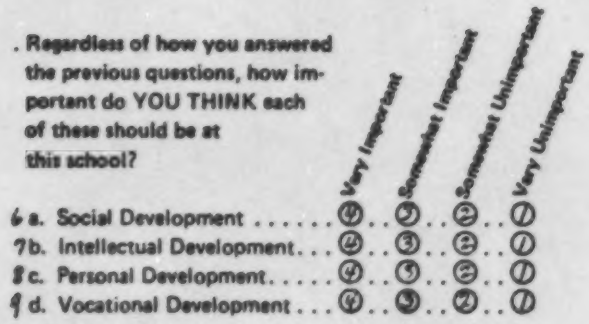
1 a. SOCIAL DEVELOPMENT
(Instruction which helps students learn to get along with other students and adults, prepares students for social and civic responsibility, develops students' awareness and appreciation of our own and other cultures). . . . . .

2 b. INTELLECTUAL DEVELOPMENT
(Instruction in basic skills in mathematics, reading, and written and verbal communication; and in critical thinking and problem-solving abilities). . . . . .

3 c. PERSONAL DEVELOPMENT
(Instruction which builds self-confidence, creativity, ability to think independently, and self-discipline) . . . .

4 d. VOCATIONAL DEVELOPMENT
(Instruction which prepares students for employment, development of skills necessary for getting a job, development of awareness about career choices and alternatives).

Two of the items concerning school functions seem especially useful in exploring differences between the orientations of English teachers and teachers of other subjects. Following a question in which teachers reported which of the functions they believed to receive the most emphasis at their school, the teachers responded to the following:



Not surprisingly, more than 90% of the teachers in all four groups responded that each of the four functions should be either somewhat or very important. Furthermore, over 50% in each group indicated that each function should be very important at their school. The percentages of teachers in each group responding very important to each of the four school functions is shown in Table 47. Within this high level of agreement about the importance of school functions, however, some interesting differences exist between the four groups of teachers.

TABLE 47 TEACHERS RESPONDING VERY IMPORTANT TO SCHOOL FUNCTIONS BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Functions	English	Other	English	Other
Social	75.6%	69.3%	68.8%	71.8%
Intellectual	94.4	87.5	90.1	80.4
Personal	91.4	81.8	80.5	83.1
Vocational	73.2	70.0	56.8	54.9

A larger percentage of English teachers at the high school level responded that each of the functions should be very important than did any of the other three groups. A larger percentage of English teachers at both levels indicated the Intellectual function should be very important than did the groups of teachers of ther subjects at the two levels.

English teachers responded that the Intellectual function should be very important more frequently than any of the other functions. Although of the four functions, the Intellectual received the highest percentage of very important responses among the group of high school teachers of other subjects as well, English teachers gave this response more frequently.

Except for the patterns mentioned, responses to this item do not seem to differ meaningfully with the subject area taught. Some level patterns, unrelated to subject area can be observed, such as the substantially smaller percentages of middle level teachers responding that the Vocational function should be very important.

Another question asked teachers to choose one of the functions as that which should be emphasized at their schools.

> **4. If you had to choose only one, which do YOU THINK this school should emphasize? (Please mark ONLY ONE.)**
>
> ① Social Development
> ② Intellectual Development
> ③ Personal Development
> ④ Vocational Development

As might be expected, teachers in all four groups selected the Intellectual function considerably more often than any of the other three functions. English teachers at both levels, however, selected the Intellectual function as often as they did the three other functions combined. The responses of the various groups are shown in Table 48.

TABLE 48 PERCENTAGES OF TEACHERS SELECTING EACH FUNCTION AS THAT ONE WHICH SHOULD BE EMPHASIZED BY LEVEL OF SCHOOLING AND SUBJECT TAUGHT (ENGLISH OR OTHER)

	High School Teachers		Middle School Teachers	
Function	English	Other	English	Other
Social	8.1%	10.3%	8.5%	15.3%
Intellectual	52.4	44.0	50.0	45.9
Personal	35.3	28.4	36.6	27.4
Vocational	4.0	17.3	4.9	11.5
Total	100%	100%	100%	100%
N				

English teachers at both levels also differ from teachers of other subjects in that a greater percentage of them indicated that the Personal function should be the one emphasized. Additionally, smaller percentages of English teachers responded that the Social or Vocational function should be the one emphasized than did the teachers of other groups. There appear to be no important differences between responses of English teachers at the two levels to this item.

With regard to the two items asking teachers to indicate which of four schooling functions--Social, Intellectual, Personal, and Vocational--should be important at their schools, the responses of English teachers at the secondary levels appear to differ from those of teachers of other subjects in the following ways.

--A higher percentage of English teachers at the high school level regard each of the four functions as very important than do any other group of teachers.

--A substantially higher percentage of junior high/middle school English teachers considers the Intellectual function to be very important than does the group of teachers of other subjects at that level.

--When forced to choose the one function that their school should emphasize, higher percentages of both groups of English teachers selected the Intellectual and Personal functions and lower percentages selected the Social and Vocational functions than did the other two groups of teachers.

We see patterns of differences which might lead us to speculate that English teachers--and with these variables, especially at the high school level--see schooling as very important. It may even be the case that English teachers view schooling as more important in the development of young people than do other teachers. By adding the responses to the functions items to our other findings, it seems possible to speculate that English teachers' greater level of involvement with teaching, posited earlier, may be related to this view of the importance of schooling. It may be that English teachers are more oriented toward teaching itself because they perceive education as more important.

Additionally, if we can view the Social and Vocational functions as having an instrumental focus--serving economic and social purposes of the larger society--and the Intellectual and Personal as having a more intrinsic focus--acquisition of the intellectual culture and the development of individual thinking and expression--we can speculate about how

the different groups of teachers may conceptualize the importance of schooling. Using this dichotomy, it appears that all teachers give more importance to the intrinsically focused functions than to the instrumentally focused ones, but that English teachers at both levels give considerably more importance to the functions with an intrinsic focus. This may indicate that English teachers, more than others, believe that education which serves individual interests is more valuable than that which serves societal needs.

Hopefully other data on English teachers and their classrooms will shed light on this speculation.

Summary - Views on Selected Issues. We examined teachers views on selected educational topics: the use and value of behavioral objectives, selected educational belief statements, academic issues, problems at schools, and the functions of schooling. English teachers emerge from these analyses as distinctly different from the groups of other teachers.

While high school English teachers were comparatively more negative about behavioral objectives than the other groups, English teachers at the middle school level were the most positive about them. High school English teachers were the only group that agreed that behavioral objectives are difficult to use; they agreed the least that they assist in the evaluation of student progress and disagreed the least that they are not reflective of what they are trying to do. Junior high teachers, on the other hand, agreed the least that they are difficult to use, that they don't reflect what they are trying to do, and that they are more appropriate for some subjects than others. Additionally, these teachers disagreed most strongly that behavioral objectives are hard to write.

The two groups of English teachers emerged as less traditional in their responses to statements of educational beliefs than the other two groups. English teachers, relative to the others, were less supportive of strong teacher control and discipline and of an emphasis on basic skills.

On statements regarding what might be considered "academic" issues, however, there were few distinctions between the responses of the groups of English teachers and those teachers in the other groups. What few differences did occur, nevertheless, point to a less traditional position on these issues among English teachers. English teachers were more likely to agree that students should be able to leave school at age fourteen upon passage of a standard exam and less likely to agree that students don't care about learning.

A similar pattern emerges from the data on the problems teachers select as the "one biggest problem" at their schools. Two sets of responses stand out as indicators of meaningful differences between English and other teachers. There are remarkable differences between the two subject groups in the percentages who selected "student misbehavior" and "lack of student interest" as the biggest problem. English teachers were far less likely to select "misbehavior" and considerably more likely to select "lack of interest." Although these two problems appear to be very similar, and in fact, may simply be two ways of labeling the same behaviors, they may reflect considerably different perspectives on the part of teachers. "Student interest" might be considered an <u>educational</u> problem while "misbehavior" can be viewed as a <u>management</u> problem.

Finally, when considering the importance of four functions of schooling, English teachers responded in some ways that are noticeably different from the other groups of teachers. While all four groups of teachers agreed that all four of the functions--Social development, Intellectual development, Personal development and Vocational development--should be important, a larger percentage of high school English teachers responded that each of the functions should be very important. When choosing the one function that they feel should be emphasized, teachers in all four groups selected the Intellectual function with the greatest frequency. Nevertheless, English teachers chose this function more often than other teachers. Additionally, a larger percentage of English teachers chose the Personal function when compared to the other groups of teachers. Comparatively fewer English teachers selected the Social or Vocational function as the one which should be emphasized. If we consider the Intellectual and Personal functions as focused on the development of "intrinsic" qualities in the individual--the acquisition of intellectual culture and the development of individual thinking and expression--and the Social and Vocational functions as having a more "instrumental" focus--the development of attitudes and skills serving the economic and social purposes of the larger society--our data reveal clear cut differences in our groups of teachers. English teachers at both levels give considerably more importance to the functions with an "intrinsic" focus than do the other groups of teachers.

We can conclude from these data that there are some clear differences between the attitudes of English teachers and the other two groups on selected educational issues. These differences may relate to

the impressions which seem to emerge from much of the other data in this chapter. The slightly different perspectives of English teachers at the two levels--more oriented toward academics at the high schools, more focused on educational processes at the middle level--which was reflected in the differences their educational backgrounds and professional training may be demonstrated in their differing views on the use and value of behavioral objectives.

Generally, though, English teachers across levels hold similar views on educational issues and differ from the other groups of teachers in ways that support the hunch that they may be more seriously focused on the "intrinsic" aspects of teaching. Their less traditional educational beliefs and opinions on academic issues may be reflective of reluctance to seek traditional answers to educational problems, e.g., strong teacher control or an emphasis on basic skills--or simplistic explanations, e.g., too many students don't care about learning. This slightly different orientation may be reflected in English teachers tendency to select what might be termed an "educational" problem--student interest--rather than a management one--misbehavior--as the biggest problem at their schools.

Finally, the apparent seriousness of English teachers toward their work is reflected in their responses to items regarding the importance of educational functions. English teachers regard all of the schooling functions as more important than do other teachers. Additionally, those functions which seem to focus on individual development seem to be valued the most highly by English teachers. It may be that the seemingly greater level of involvement with teaching on the part of English teachers can be illuminated by their views on schooling functions. It is possible that

English teachers are more oriented toward teaching itself because they perceive education as more important in the development of young people as individuals than do other teachers. While these are only speculations, of course, they seem to be reflected consistently in the patterns of responses by the four groups of teachers on a variety of educational issues.

SECTION V - SOME CONCLUDING THOUGHTS

The modal English teacher. The data in this chapter permit us a description of the "modal" English teacher in several ways. We can look at the most common demographic characteristics, the most typical professional preparation, the most frequently mentioned aspects of professional lives, and the most often expressed views on selected educational topics. Using these modal responses, we can set forth the following as typical characteristics and attitudes of our 208 English teachers:

As individuals, English teachers were most often:

--between 30 and 39 years of age
--female
--white
--part of families with combined incomes of over $20,000 per year
--politically moderate
--in their sixth to tenth year of teaching

In their preparation, English teachers most often:

--held a Bachelor's degree as their highest academic credential
--majored or minored in English
--have taken post-credential work both in their subject area and in education primarily for the purpose of personal growth
--have attended professional training programs on English/language arts and educational topics

As professionals, English teachers most often:

--entered teaching for reasons intrinsic to the work itself
--have had their career expectations fulfilled
--would choose to be teachers again
--work alone in the classroom
--have consultant help available, but don't consider it valuable
--perceive that they have little or no influence over school policy issues
--would be most likely to quit because of personal frustration or lack of satisfaction with their own job performance

--belong to three professional organizations
--read nine or more professional publications a year and perceive them to be helpful in professional development

On selected educational topics, English teachers most often:

--held positive views regarding the use and value of behavioral objectives
--agreed with statements advocating strong teacher control and discipline
--agreed with statements advocating an emphasis on basic subjects and skills
--agreed with statements stressing teacher concern and student participation
--agreed that many students don't care about learning
--disagreed that students are graded too hard
--agreed at the high school level and disagreed at the middle school level that students are graded too easy at their schools
--agreed that too many students are allowed to graduate without learning very much
--agreed that high school students should be required to pass a standard exam to graduate
--disagreed that students should be able to leave school as early as age fourteen if they can pass a standard examination
--chose lack of student interest as the one biggest problem at their schools
--said that all four schooling functions--Social, Intellectual, Personal, and Vocational--should be very important
--selected the Intellectual function as the <u>one</u> that should be emphasized

These modal characteristics show the typical English teacher to be quite similar to teachers of other subjects. As we have seen throughout this chapter, however, the interesting distinctions emerge when we look at the distribution of the responses which are not typical--those that are not given with the greatest frequency. It is as we probe these atypical responses that we find fascinating distinctions between English and other teachers.

<u>Some thought-provoking areas of divergence</u>. In each of our four areas of interest--personal characteristics, background and training,

professional experiences, and educational views there emerge differences between our groups of teachers. These distinctions become evident as we pursue the variation in responses to the survey items. On many variables we can discern sizeable groups of English teachers who respond in unique ways. While these responses are often not typical of their group, they represent large numbers of English teachers who are quite unlike the teachers in other groups. It is with these data that we can begin to bring to light characteristics and attitudes which give the English teacher group an orientation and perspective somewhat distinct from the others. Using these divergent responses we can conclude the following about our English teachers compared to the other groups:

As individuals:

--a large percentage (23%) of high school English teachers are over 50 years of age
--noticeably larger percentages of them at both levels report that they are politically liberal or very liberal
--considerably smaller percentages of junior high English teachers have more than 16 years of teaching experience
--fewer English teachers entered teaching for extrinsic reasons--e.g., money, working conditions
--more of them have had their career expectations fulfilled and would choose teaching again

In their preparation:

--more high school than junior high school English teachers hold graduate degrees
--more high school than junior high school English teachers majored or minored in English
--more junior high than high school teachers majored in education
--more high school English teachers have taken post credential work in their subject areas while more junior high English teachers have taken this work in education
--a smaller percentage of English teachers took post credential work for salary advances
--distinctly larger percentages of junior high/middle school English teachers attended professional training programs on educational topics

As professionals:

--Nearly half of the English teachers at the high school level and about a third at the junior high level responded that they have inadequate help in carrying out their jobs.
--A higher percentage of English than other teachers felt that teachers have influence over issues of curriculum, instruction, and student behavior.
--Comparatively fewer high school English teachers would be likely to quit their jobs for higher status or more money.
--English teachers reported higher levels of professional reading than other teachers. Additionally more of them saw this reading as helpful to their professional growth.

On selected educational topics:

--While high school English teachers held the most negative views of behavioral objectives, junior high/middle school teachers were the most positive about them.
--Nearly twice the percentage of English teachers disagreed with educational beliefs statements advocating strong teacher control and discipline.
--Considerably higher proportions of English teachers disagreed with educational beliefs statements advocating an emphasis on basic subjects and skills.
--Comparatively more English teachers tended to be non-traditional in their views on academic issues with fewer of them agreeing that students don't care about learning and more of them agreeing that students should be able to leave school as early as fourteen if they can pass a standard exam. Junior high English teachers had higher percentages disagreeing that students are graded too easily and that too many students are allowed to graduate without learning very much.
--English teachers were more likely to name "lack of student interest" and less likely to name "misbehavior" as the biggest problem at their schools.
--Higher percentages of English teachers selected all of the schooling functions as very important and considerably more selected the Intellectual and Personal functions as the ones that should be emphasized.

It is from these areas of divergence from the other groups of teachers that our impressions about English teachers grow. From these data we get hints that English teachers at the high school level may be more academically focused and more resistant to educational technology such as behavioral objectives or team teaching. We find indications that junior high school teachers may be more oriented toward educational processes and more receptive to educational developments. As a total group however, English teachers appear to take teaching itself more seriously or consider it more important than other teachers may. The English teacher groups seem to be more involved in educational processes, entering teaching in greater proportions for "intrinsic" reasons--liking of subject area, always wanted to be a teacher, "felt called"--, relatively fewer taking post credential work for salary advances, and fewer who would quit for more money and higher status. English teachers' responses to questions about educational issues also may reflect a sense of mission or greater involvement in teaching, appearing as they do to more often take non-traditional positions on issues and reject what might be simplistic answers to educational problems. This seriousness of purpose may be seen in English teachers responses concerning school functions, in that they regard all of the functions as more important than do other teachers.

Finally, our data lead us to speculate that English teachers are more satisfied with their work than are other teachers as more of them report fulfilled expectations and a willingness to choose education as a career again.

Our data, of course, can neither confirm nor disconfirm these hunches. We can, however, explore relationships between these data to probe further into what appear to be distinguishing characteristics.

Relationships for further exploration. First it would be interesting to explore whether the unusual demographic characteristics are related to the atypical responses of English teachers. Because three of the distributions are skewed: sex toward female, political orientation toward liberal, and (at the high school level only) age toward over fifty years, it seems important to look for any associations between these unusual attributes and other factors and perceptions. We might discover, for example, that females tend to give the responses that create the impression that English teachers are more oriented toward the intrinsic rather than the extrinsic aspects of their work. This would cast doubt on any conclusion that this orientation is an attribute of English teachers, and lead us to conjecture that it is more likely a characteristic of female teachers. Or, we might find that a liberal political orientation is associated with non-traditional views on educational topics. Furthermore, at the high school level analyses might reveal that it is the older teachers who are the most negative about behavioral objectives.

We could pursue what appears to be a relationship between higher levels of preparation in education at the junior high/middle school level and the higher levels of academic preparation at the high school levels and their reasons for entering teaching, their perceptions of aspects of their current teaching situation, and views on educational topics as a means of scrutinizing what appears to be different orientations of the two groups. These analyses might add support to our hunch that high school teachers tend to be more academic and middle school teachers more focused on the teaching process.

Finally, it would be fascinating to explore whether there is a relationship between the apparent high level of satisfaction among English teachers and their view of the importance of the school functions, their tendency toward non-traditional attitudes and beliefs, and their perceptions of school problems. The exploration of these relationships, as well as all the ones relating teacher characteristics to the conduct of English/language arts classes will be the subject of future work.

NOTES

1. More detailed information on A Study of Schooling can be found in the series of four sequential articles published in the Phi Delta Kappan. The first in this series, Goodlad, Sirotnik, and Overman (1979), includes a conceptual overview, sample design, and types of data collected.

2. See Kenneth A. Sirotnik, Instrument Development and Psychometric Analyses. A Study of Schooling Technical Report No. 4, 1979.

3. For a more complete discussion of teachers responses to the "influence" items and scales, see David Wright, Teachers' Perceptions of Their Own Influence Over School Policies and Decisions, A Study of Schooling Technical Report 16, 1980.

4. See A Study of Schooling Technical Report No. 1 (cited in Note 1 above).

5. See Note 2.

6. See David P. Wright Teachers' Educational Beliefs, A Study of Schooling Technical Report No. 14, 1980.